

UBEA

Forum

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UNITED BUSINESS EDUCATION ASSOCIATION

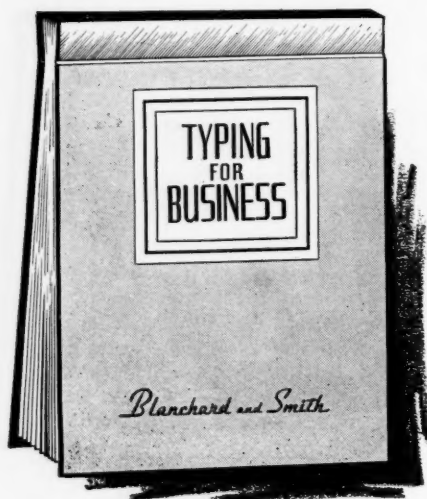
In This Issue

Distributive Occupations

- ERNEST
- PALMER
- RICHERT
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- WINGATE

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Contents

EDITORIAL STATEMENT AND PRESENTATION.....	5
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THE ISSUE EDITOR.....	5
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UNITED SERVICES:

Distributive Occupations Editor Comments— <i>William R. Blackler</i>	7
Notes from Shorthand Editor— <i>Thelma M. Potter</i>	9
Build Your Skill— <i>Ella Becky Sharp</i>	10
Keeping the Bookkeeping Course Up-To-Date— <i>Vernal H. Carmichael</i>	13
Why Not Teach Subjects Instead of Units— <i>Kenneth Knight</i>	14
What is Clerical Practice?— <i>William M. Polishook</i>	16
Do Business Teachers Like to Teach General Business— <i>Clyde Beighey</i>	17
Book Reviews— <i>Jessie Graham</i>	19

UBEA IN ACTION:

Affiliated and Co-operating Associations.....	21
UBEA Calendar, 1948.....	23
National Business Entrance Tests.....	23
Important Developments.....	23
Executive Board.....	24
Small Business Aids— <i>Lewis R. Toll</i>	26

THE FORUM:

Teaching Methods in Distributive Occupational Training— <i>John W. Ernest</i>	27
Courses in Merchandise Information— <i>John W. Wingate</i>	29
Retailing—Objectives, Principles, and Course Content— <i>G. Henry Richert</i>	31
Advertising—Objectives and Course Content— <i>Herbert H. Palmer</i>	34
Salesmanship—Objectives and Course Content— <i>Paul F. Smith</i>	37

FBLA FORUM:

Fullerton FBLA Sales Club Outlines Program.....	49
Columbus FBLA Grants Awards.....	49
Decatur Chapter Studies Personality Traits.....	49

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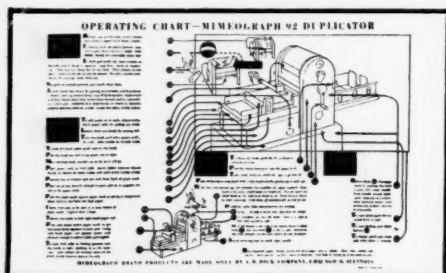
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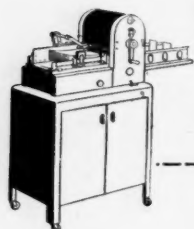
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Editorial Statement and Presentation

Distributive occupations provide the means of economic livelihood for thousands upon thousands of persons in present-day society. It is the first job of literally millions of persons yet it is at the same time one of the most neglected phases of education for business.

This almost unbelievable fact is but another reflection of the lack of realism that permeates much educational endeavor. It seems to be a characteristic of human beings to neglect many phases of training for activities that go to make up their everyday life. One could go on and cite other lacks, but probably none could be found which affect the consumer as well as the producer in our economic society more directly than does the matter of education for the Distributive Occupations.

Slowly but surely the weaknesses in present-day education are being recognized. Facts are being gathered, they are being analyzed and worthwhile action is being taken. Slowly but surely the traditional forces that circumscribe a dynamic approach to the practical problems of today are being sold upon the idea that there are truly "Acres of Diamonds" in our own backyard.

Where are these overlooked opportunities to be found in any more plentiful supply than through the Distributive Occupations? The sky is literally the only limit to where one may go in this great field of human endeavor. Opportunity is present on every hand and yet educators persist in their failure to make a realistic adjustment of the curriculum to meet today's occupational needs. Some will say in all high-minded seriousness that they do not want just trade education, and that the cultural must not be overlooked. To those who speak thus the answer *must* be given that all of so-called culture does not by some magic circumstance reside in traditional subject matter. In fact the history and marketing processes of many products and services involve more of the basic culture of the world than do the accepted cultural studies themselves!

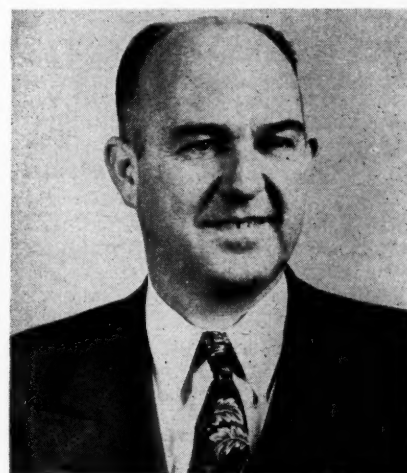
Congratulations, Dr. Blackler, for assembling in this special issue of the *Forum* such helpful and authoritative materials. They will be received with enthusiasm!

J. FRANK DAME, *Editor*.

Dr. William R. Blackler is Assistant State Supervisor of the Bureau of Business Education, California State Department of Education.

In his position in California he has an opportunity to view the program of business education in its entirety and to keep in touch with and take a part in developments in curriculum, methods of instruction, and the activities of business teachers.

Dr. Blackler has contributed many articles to magazines and yearbooks, and has a deep professional interest in advancing the cause of business education on a local, state, and national basis.



Issue Editor
WILLIAM R. BLACKLER

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The United Services is a continuous department of the *UBEA FORUM*. Members are urged to share their experiences and comments with our readers. Contributions should be mailed to the Service Editor.

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor
California Bureau of Business Education
Sacramento, California

THE DISTRIBUTIVE OCCUPATIONS EDITOR COMMENTS

The Distributive Occupations section of the April number of the *UBEA FORUM* is a symposium on the objectives and content of four of the major subjects in distributive training, and methods and devices for teaching them. The authors are now teaching, or have taught, the subjects upon which they have written. Each has a deep interest in the need and importance of training for the distributive occupations and has indicated his professional interest in assisting in the expansion of courses offered in this area of employment.

It is interesting to note that the consensus of contributors to this *FORUM* is that success in retailing and other phases of our distributive system requires a broad understanding of business operation, and an ability to work satisfactorily in one or more jobs.

John Wingate is recognized as a leader in collegiate retail training, and his article presents strong arguments for the establishment of merchandise analysis courses in the business training program. He advocates thorough merchandise training for the sales person and for the prospective store buyer or executive. Where specialization is possible in collegiate distributive training, Dr. Wingate favors the organization of separate analysis classes dealing with the major fields of merchandise. This pattern of courses is similar to the training that is being given in the College of the City of New York.

The field of retailing is usually referred to as including the activities that are involved in the operation of a business establishment in selling to ultimate users, generally called con-

sumers. G. Henry Richert of the Business Education Service of the U. S. Office of Education outlines the objectives of a course in retailing, and suggests the scope and content of a course in this subject.

The student should be familiar at the outset with retailing and with the opportunities for a career in merchandising, and with the fundamentals of operation of both large and small stores. Following a discussion of the channels of distribution, Mr. Richert advocates study of the various phases of retail store operation.

In the distributive occupations, selling is probably the foremost type of job in which skilled training is a requirement for a satisfactory salesperson-customer relationship. The skilled person needs to know (1) his merchandise; (2) his customer; (3) himself.

Our contributor on salesmanship, Paul E. Smith of The Halle Brothers Company, Cleveland, presents the

Courtesy Clyde Harold Pix



Lacking suitable facilities, Kirkland High School (Washington) students, on their initiative, convert an old canteen into a sales laboratory complete with counters, showcases and display equipment.

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

reasons why the major emphasis on sales training should be in the retail field. This is because the retail store offers the most immediate employment opportunities for young people. He re-emphasizes the point that a worker in the distributive trades should be familiar with all phases of retail business, and believes that the "good salesperson satisfies the needs of the customer."

Advertising is a popular course in secondary schools and in training in distributive subjects. Herbert Palmer of Rhode Island State College advances the viewpoint that advertising is a major selling force which reaches and influences the lives of everyone. An important function of advertising is that it assists in the flow of goods from the producer to the consumer. Advertising becomes increasingly important as new products make their advent, and as competition becomes more keen. When considered from this angle, advertising is "a means of mass selling."

The symposium is rounded out by the discussion of teaching methods, with particular reference to the distributive occupations. John W. Ernest of the Los Angeles

City College has served as instructor of cooperative classes in distributive occupations in secondary schools as a teacher-coordinator of the distributive occupations program for a large school system, and at present is teaching merchandising and retailing on the college level. He has also conducted teacher training courses for teachers and coordinators in this area of vocational education.

Mr. Ernest classifies teaching methods under three headings, namely, telling, showing, and thinking. He states that "a good instructor relies on no single method; all of them should be used." The article is replete with illustrations of the various methods, and is concluded with a discussion of the conference or discussion method.

It is hoped that the symposium of objectives, course content, and teaching methods for the distributive occupations may be a means of increasing the offerings in these subjects.

Questions and comments of business educators will be welcomed.

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

HARM HARMS, Editor
Capital University, Columbus, Ohio

SEATTLE WINS NOMA EDUCATION AWARD

Contributed by Verner Dotson, Director of Business Education, Seattle, Washington

The National Office Management Association selected Seattle from among its 100 chapters to receive an Education Award for making the most outstanding contribution to business education during the 1946-47 year.

The award was established by the NOMA National Education Committee as a means of encouraging activity directed toward the improvement of business education in each of the cities where NOMA chapters (each with its local education committee) exist. It was hoped that that activity would be characterized by closer collaboration between schools and business.

According to the report of NOMA's Honorary Council to its Board of Directors, Seattle's choice was based on the following characteristics:

"1. The vision and courage shown by the members of the Seattle Chapter Education Committee in approaching their assignment. They met at least once a week for more than one year before they felt they had done the job properly.

"2. The thoroughness with which they analyzed the problem to find out what needed doing in improving business education in Seattle.

"3. The determination with which they have hammered away at those things that needed doing and at the individuals who were in a position to see the program through.

"4. The follow through they have shown so that continuing benefits will result."

Summarized here are some of the accomplishments which have followed Seattle Chapter's publication of the booklet, *Business Education—The Door to the New Frontier*, in which were reported the results of its survey of business education in Seattle and resultant specific recommendations for improvements:

1. The Seattle School Board followed to the smallest detail a recommendation for the expenditure of \$111,250 to modernize the business training equipment of the Seattle High Schools and Broadway-Edison Technical School. Every item requested has been purchased and is now in use.

2. The recommendation that high school education be extended to include the privilege of attending through the thirteenth and fourteenth years was approved by the Board; a comprehensive thirteenth and fourteenth year program is now in operation at Broadway-Edison Technical School.

3. The position, Director of Business Education was, for the first time in Seattle, created on a full-time basis in accordance with the report's recommendation.

4. The recommendation that a definite sum of money be allocated each year for replacement and modernization of equipment has become the approved policy.

(Continued on page 42)

THELMA M. POTTER, Editor
Teachers College, Columbia University
 525 W. 120 Street, New York 27, N. Y.

NOTES FROM THE SHORTHAND EDITOR'S MAIL

The mail of the shorthand editor contains many interesting letters. I thought the readers of this column might enjoy one received recently from Hawaii. The reading of it will take you to the Islands for a moment and give you an idea or two, not only about the hula, but about shorthand and typewriters as well! Here it is.

"Dear Dr. Potter,

This is an ideal Sunday 'cause the breezes are cool; the ocean stretching out and blending into the blue sky is calm and restful and beautiful Mauna Kea behind our teachers' cottage is snow-capped. You can imagine that thoughts of lesson plans are remote. In fact, I'm waiting for some of my friends to drop in and drive me out to the golf course. Course? There I go stumbling on some word that reminds of shop. Say, do you mind if I dash off a few words about my shorthand class way out here in Laupahoehoe, Hawaii?

"If you think Laupahoehoe is a humdinger, just think of the names we have to wrestle with—Paaulio, Waianuenue Street, Kealakekua, Mamalahoe Highway. Shucks, enough syllables there to choke any stenographer. The constant plea here is for a consonant to appear occasionally.

"Our school is located on a beautiful lake site. We work in the midst of a sugar plantation community. Acre after acre is covered by green blades of cane, broken only by clumps of trees along the gullies, or by tiny villages snuggled on the slopes. Except for brown patches of earth, where the cane has recently been harvested, the countryside is green. Mention of the sky and ocean should give you the general color scheme of our neck of the world.

"We may not be troubled by snakes in Hawaii, but we have pesky weeds that grow rapidly between the rows of sugarcane. So, you see, our shorthand students, along with their classmates, grasp hoes over the weekends and earn pin money, weeding. Muscular coordination involved in holding a pen and in digging with a hoe is entirely different, but somehow when Monday rolls around, the youngsters manage to take dictation.

"I have a talented class of eight girls and a boy. Most of them are in the school chorus, and I know some are expert hula dancers, too. All of them, of course, are versatile with the hoe. If my shorthand teaching should prove inadequate, they can always return to the soil. I don't know what use they can make of their farming ability in an office, but I bet they can add merriment to any office party.

"When school started, I plunged the class into reading, dictation, and transcription immediately. All transcription work is from their notes, of course. While on the subject of dictation, I might add that textbooks might be more helpful if the shorthand outlines were reproduced on lines. Mere reading does not seem to accord much help to the students in discerning where the outlines start, rest, or end.

"Miss Belle Wiley of Clearfield, Pennsylvania, was kind enough to send me a descriptive list of her advanced shorthand students. We were to have our classes correspond in shorthand, but my students are beginners and won't be able to do much writing just yet. Don't you believe this is a good motivation plan to make students become conscious of their shorthand penmanship?

"Since we're located so far away from town and can't wait for a repairman, we have to do our own tinkering with the school typewriters. The salt breezes cause the machines to rust very rapidly, too. It might be well for teacher training institutions to have a few lectures and demonstrations on the care and repair of the typewriter. It's surprising how much money the teacher can save by being able to fix the few parts that might pry loose, etc. Incidentally, for general cleaning, I take the typewriters to a gas station and borrow the pneumatic pump and shoot air through them. It certainly blows erasure waste right out!

"My friends are here now, and I'm off to the golf course!"

Aloha,

TIM HIRATA
*Laupahoehoe High &
 Elementary School
 Laupahoehoe, Hawaii*

The Wire Recorder in Shorthand Teaching

Another letter in the mail caused me to attend a demonstration of a new wire recorder. During the demonstration, conversation, singing, a symphony, and a radio program were all recorded in short order on a bit of wire wound on a spool. Each was played back, and the accuracy and clarity of the reproduction was especially pleasing. In one instance, the wire recording of the music had a better tone than the original production.

This type of instrument offers all kinds of possibilities for the teaching of shorthand. It can bring the voices of businessmen dictating right into the classroom. If your school has a wire recorder or can get one, why don't you make arrangements with the businessmen in your community to record some of their dictation. With their voices on wire to use in your classes, you can revolutionize your shorthand teaching.

The wire recorder is portable, and neither it nor the spools of wire are unreasonable in cost for the value received. The spools may be played numberless times. In a short while you can accumulate the voices of all the businessmen in your town, and your students can thereby be given a broad experience in taking different kinds of dictation.

If you know a student is to be employed by a particular person, his dictation from the wire recorder can be used to train the prospective employee directly for the person with whom he is to work. This would eliminate at least one major adjustment problem for both the new employee and the employer, and would take business education one step nearer to its goal of effective vocational training.

Have any of you, by chance, done anything like this? If you have, why not write it down and send it in?

UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
Boston University School of Education

BUILD YOUR SKILL, IMPROVE YOUR TEACHING

Contributed by Ella Becky Sharp, 1230 Amsterdam Avenue, New York, New York

The teacher of typewriting should understand the principles of learning behind that skill in order to develop proficient typists. To appreciate fully the learning processes in typewriting, it would seem necessary to master to a certain high degree the skill itself. Only then will we be in a position to understand the difficulties and ups and downs of learning to typewrite.

We would all be better teachers of typewriting if we would try to improve our own basic skill through a planned program of practice with resultant analysis and evaluation. Miss Sharp completed an interesting research project in the improvement of her own typewriting skill at Teachers College, Columbia University in which she followed a planned program for a period of 51 days. This involved a careful analysis and evaluation of her difficulties in terms of principles of learning and psychology. Her speed increased from 52 wpm to 79 wpm on 5 minute timed writings.

This desire for an increased speed and technique improvement evolved from the recognition of their importance in the successful teaching of typing and a personal wish to do a thing well. The specific objective was to raise the speed of typing from the range of 50-55 to 65-70 words per minute by improved techniques through analysis of difficulties and remedial work.

Analysis of Difficulties

The first step of study met with two outstanding difficulties—one an intangible, but ever-present problem, centered in the idea that after a certain age there is a gradual recession of ability for increased skill development, and two, the fourth fingers were stiff from breaks obtained in basketball games.

For four days I typed, one speed test after another, testing for speed at the end of the practice, without any change in rate. Then it was that a decision was made to search for a different approach for improvement. To understand and see just what I was doing to get this speed, I placed my hands on the machine and typing slowly observed hand movements. I saw that my hands moved up and down from the wrists with a downward motion, and that the fingers hit the keys in a flat straight position, rising at a considerable height from the machine between stroking. At the end of typing a word, there was an outward throwing of all fingers on the hand that typed the last letter. The movement for the return of the carriage was jerky, accompanied by difficulty in return hand placement. Shift key manipulation was made with

a downward motion of all fingers as a means of aiding the weak fourth fingers.

Error difficulties did not seem to be a major problem. On all tests taken during the beginning period, there were a small number of errors made. Of those errors that were made the difficulty rested in the third and fourth fingers of each hand. This was especially noticeable in the left hand when these fingers followed a carriage throw or a depressed capital letter. It was further noticed that a combination of a fourth and third finger-stroking caused reversed letters or omission of one of the letters. Another difficulty was encountered with the appearance of a ghost "n" after a word. The next finger in the rate of error occurrence was the second finger in which the cause was attributed to its close proximity to the third finger.

Procedure for Remedial Work

At this time I was studying the principles dealing with the learning processes as stated by Gates, Jersild, McConnell, and Challman, in *Educational Psychology*, which have a specific relationship to the teaching of typing. As a result, there was a recognition that the principles of learning play an important part in the acquisition of any skill.

The learning principles emphasized the time element in practice. Short practice periods are better than concentrated continuous action—a short period after breakfast, one during the day, and another just before going to bed. Testing was usually done in the morning period after a brief warm up. The major portion of the other two periods was concerned with remedial work.

Through analysis, I was aware of how I typed; now I began to search for more effective ways than those I had been using. I looked in the various typewriting textbooks for a study of the reach, arch, carriage throw, position of fingers, methods for depression of tabular key, and forearms placement. Close attention was paid to the pictorial layout. In our own class I watched hand position and machine manipulation during teacher demonstration and also the way members of the class typed. Whenever anyone visited me that typed well, I asked him to type in order that I might observe his technique. On field trips taken to business concerns, I watched the fast typists. As a result, a composite picture of techniques was mentally formed—ready to be trained for physical response.

In order to bring my hands close to the machine and eliminate unnecessary hand movement, I began to ex-

TYPEWRITING

periment, placing them on the machine with the wrist against the base of the typewriter, fingers arched, and elbows hugged to the sides of the body. Then I slowly commenced practicing the expert drill. At first the response was quite delayed and there was a terrific loss of speed on the timed writings. But since I felt this was a way to strengthen the fingers and eliminate waste motion I continued. However, the elbow technique was soon abandoned and stress given to relaxed arms. Drills with wrists on the base of the machine were repeated over and over during exercise periods until they were gradually raised parallel with the machine. This routine exercise was also done with separate hands. In testing for speed on the expert drill with hands in this position, it was found that the left hand was, on an average, one-fourth greater in speed. Concentration on the facility of finger movement on the right hand was increased in order to obtain a well-balanced performance.

Drills for remedial work were taken from various textbooks. These exercises were totally assigned to the strengthening and coordination of muscular control. Finger gymnastics occurred at no set period—while walking or sitting in class. Work at the typewriter was concerned with strengthening exercises, shift key drills, carriage return manipulations, and space improvement technique.

During the early days of working on this project, I spent some time reading Thorndike's book — *Adult Learning*. The conclusion was reached that an adult can learn, and successfully, but differently, as multitudes of experiences enter into the interpretation of the learning process. Applying this to my situation, I concluded that I either had too many interfering experiences or was mentally lazy, the latter being the factor for remedial work. I decided to apply this new concept of adult learning in still another way and see what effect it had in learning to swim. Whether I was at this time ready for stroking coordination in the over-arm stroke, or whether the reading of Thorndike was the influencing element, I am not sure, but whatever the reason, there was a sudden realization of just what takes place to make a smooth working of the parts of the stroke into coordinated action. This experience was brought into the new typing learning experience, which not only aided in removing an emotional block but caused similar thinking to take place in the manipulation of stroking.

A plateau occurred after three weeks of practice. I discussed my temporary lack of progress with my graduate methods professor and was stimulated by her reaction that it would pass and higher speed result—which was exactly what happened. Praise does play an important part in the success of learning a skill—even with adults.

Speed improvement was made, as shown by the graph—a beginning of 52, low 36, and high 79. It is believed that this increase would not have taken place without concentrated effort on technique improvement through analysis and remedial work.

In summarization of technique status it should be stated that there is still a slight outward throw of the left hand between words. Right hand depression of shift key coordinates with a balance performance and is executed with a smooth rotation of the wrist; but the left hand hesitates before depression of the tabular key and wrist manipulation is slow. During stroking the wrist of the right hand bounces moderately, while the left hand remains parallel with the keyboard. The fingers type in arch position with the exception of the fourth, which does not hold the arch consistently. The third fingers are still slow in response. Space bar manipulation has improved but is sluggish between responses of fast action letters and words. The carriage throw needs considerable practice for a smooth performance.

The following conclusions were reached:

1. Physical and mental coordination must balance for a smooth performance—when muscles do not respond quickly, the stimuli of faster responding muscles interfere.
2. Adults can initiate new learnings and improve old.
3. Thinking involved in the learning of one skill is transferable to other skills.
4. Improved techniques improve speed.
5. To learn there must be a desire and need present.
6. Applied principles of learning have a specific relationship to the learning of a skill.
7. Accomplishment in constructive improvement in one area leads to a desire to improve known areas and to discover others.

Record of Speed — Five Minute Tests

Date	Speed	Date	Speed	Date	Speed
November 4	52	November 21	59	December 9	66
November 5	52	November 22	62	December 10	70
November 6	53	November 23	62	December 11	69
November 7	52	November 24	64	December 12	72
November 8	52	November 25	63	December 13	73
November 9	37	November 26	64	December 14	72
November 10	36	November 28	61	December 15	75
November 11	38	November 29	64	December 16	73
November 12	45	November 30	63	December 17	76
November 13	44	December 1	64	December 18	75
November 14	47	December 2	64	December 19	77
November 15	48	December 3	—	December 20	79
November 16	50	December 4	—	January 3	71
November 17	56	December 5	—	January 4	72
November 18	56	December 6	62	January 5	71
November 20	60	December 7	62	January 7	74
November 30	60	December 8	67	January 8	75

UNITED SERVICES

TYPEWRITING

ANALYSIS OF ERRORS

Type of Finger Errors Made

Errors		Finger Location	Analysis				
willl	(will want)	3 RH ¹	Two weak fingers — hesitancy between the two	deartment	(department)	4 RH	Sluggishness of fourth finger between fast and slow action fingers
along	(a long)	4 LH ² 3 RH	Two weak response fingers	yers	(years)	4 LH	Failure of response of a weak response between fast action fingers
s et	(set)	3 LH 2 LH	Unwillingness to leave slow finger for fast second	ya	(you)	3 RH 1 RH	Faster response of first finger
twon	(town)	3 LH 3 RH	Controversy between two fingers	Conduct	(Conduct)	2 LH	Faulty shift key followed by fourth finger weakness
re quest	(request)	2 LH 4 LH	Unevenness of response between quick action and slow action	netx	(next)	3 LH 1 LH	Poor response of third finger before first finger
Paer	(Paper)	4 RH	Lack of response of fourth finger of right hand after weak response of fourth finger left hand before quick response of second left hand	s stem	(system)	1 LH	Fast response omitted between slow response
ex;ect	(expect)	4 RH	Weak fourth finger	ection	(section)	3 LH	No response before fast action response
mojth	(month)	1 RH	Faulty movement of first finger to a lower row of letters, or a residue of old type drilling	s pecial	(special)	3 LH 4 RH	Weakness in response
S he	(She)	3 LH	Poor manipulation of the tabular key combined with poor third finger response	sendus	(send us)	Space bar	Space bar sluggishness between fast response
earlyn.	(early.)	1 RH 3 RH	Space bar manipulation by thumb followed by third finger response	yournchild	(your child)	1 LH	Space bar trouble
N o.	(No.)	1 RH 3 RH	Weak shifting — poor response third finger	teell	(tell)	2 LH	Quick response finger continued to respond before slow action response
seelial	(Special)	4 RH	Lack of response of the fourth finger right hand and third finger left hand—quick action of second finger left hand	expedt	(expect)	2 LH	Conflict of response with two letters made with the same finger
				wuld	(would)	4 RH	Omission of weak response letter between slow and fast
				othning	(nothing)	1 RH 4 RH 1 LH	Weak fourth finger consciousness followed by quick action of first finger but retention of response of the correct letter

¹Right hand

²Left hand

(Continued on page 43)

STUDENT'S TYPEWRITING TESTS

In a manipulative-skill subject like typewriting, teachers approve a testing program which enables them to check their results against standards which definitely reflect the requirements of the office. UBEA's *Student's Typewriting Tests*, a non-profit service, provides:

1. Two tests for beginning typewriting (first and second semesters) and two for advanced typewriting (third and fourth semesters).
2. Five-minute straight copying tests for the beginning pupil and ten-minute straight copying for the advanced pupil.
3. Letter content in paragraph form for timed writing.
4. Typewriting production involving skill and knowledge other than keyboard manipulation introduced gradually from the first test in beginning typewriting to the last test in advanced typewriting.
5. A condensed manual for teachers which includes complete instruction for administering the tests. Specific instructions to pupils are given on each copy.

Additional Information on pages 19 and 43

United Business Education Association

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KEEPING THE BOOKKEEPING COURSE UP TO DATE

Contributed by Vernal H. Carmichael, Associate Professor of Business Education, Ball State Teachers College, Muncie, Indiana

"Up-to-date bookkeeping courses mean up-to-date bookkeeping method." That was the opening statement made by Professor Paul A. Carlson, State Teachers College, Whitewater, Wisconsin, as he spoke before the Bookkeeping and Accounting Round Table of the National Business Teachers Association Convention in St. Louis on the subject, "Keeping the Bookkeeping Course Up-to-Date." Professor Carlson then proceeded to tell the audience of bookkeeping and accounting teachers who had crowded into the convention hall to hear him how this feat of keeping a bookkeeping course up-to-date could be accomplished. Out of his background of rich experience, he gave his audience some excellent ideas on how and what to do to modernize their accounting and bookkeeping courses.

Professor Carlson continued by saying that the important factors of bookkeeping are: the materials, the equipment, the teachers, and the students. Of course, the materials, the equipment, and the teachers are brought together for the purpose of helping the students to learn the techniques, the skills, and the knowledges of bookkeeping and accounting. It is trite to say that suitable materials should be provided; that proper equipment should be installed; and that qualified teachers should be employed. It is impossible to do a high quality of work in the classroom with poorly selected materials, with little or no equipment, and with unqualified teachers.

To be more specific concerning the factor of equipment, it should be said that schools need up-to-date equipment. The equipment should make the school room have the appearance of an office. There should be exhibits of life-size bookkeeping systems. Wall charts are needed to illustrate such features as profit and loss statements, balance sheets, working papers, and other special learning exercises. There is need for bulletin boards in the corridors, on which announcements may be posted, and on which bookkeeping exercises may be displayed. The accounting department needs adding machine equipment, strip films, and opaque projectors. A bookkeeping and accounting department cannot be up-to-date without up-to-date equipment.

Teachers should become acquainted with the main sources of existing bookkeeping systems. It is very necessary that teachers should make their own local surveys. They need to visit business offices to find the kinds of records that are being used. Teachers should ask their students to report in class with reference to what their fathers are doing in business. Surveys should be made of the bookkeeping and accounting systems that are being sold by stationers in local communities. It is a good idea for teachers to keep in close touch with C.P.A.'s and practicing accountants. Too often, teachers know very little or nothing about the records recommended by trade associations; these systems should be examined with a view to getting ideas for the enrichment of their own accounting courses. Bookkeeping and accounting courses can be considered up-to-date only to the extent that they meet the existing business community needs.

There are a number of fallacies with which bookkeeping teachers should become familiar, in order to clarify their thinking. Here are a few of such fallacies:

- a. The bookkeeping taught in school is not used in business; therefore, the bookkeeping course is not a functioning course.
- b. A banker says that he would rather employ a boy or girl who has not studied bookkeeping; therefore specialized training is not needed.
- c. Business uses business papers instead of journals; therefore, journals do not need to be taught.
- d. Business does not use standard ruling forms, but uses, instead, balance ruling forms; therefore, it is not necessary to teach standard ruling forms.

Teachers need to be careful of what they teach. It is impossible to teach an all-inclusive system of bookkeeping that can be used by every business concern in the community; however, bookkeeping can be taught until the skills and knowledges learned will function at the time that the learner accepts employment in a local business firm. The majority of business firms do use journals for recording their business transactions instead of using just the business papers. Business men use both standard ruling forms and balance ruling forms. Such fallacies as have been mentioned, and many others that have not been mentioned, need to be eliminated, and should not be further promulgated.

The bookkeeping and accounting courses can be enriched in many ways. Methods of recording taxes on payroll records need to be taught. Practice sets need to be used to furnish a type of work experience. Field

(Continued on page 41)

UNITED SERVICES

OFFICE MACHINE TRAINING

JAMES R. MEEHAN, Editor
Hunter College, New York, N. Y.

WHY NOT SUBJECTS INSTEAD OF UNITS?

Contributed by Kenneth Knight, Coordinator, Metropolitan School of Business, Los Angeles, California

During the past ten years experimentation has been carried on at the Metropolitan School of Business in Los Angeles in an effort to improve various features of our office machine instruction. The rotation plan has been tried as well as the battery plan, the group plan, the individual plan, the standard text plan, the special text plan, and others that evade specific names. Among recent experiments was the use of the short subject in place of the short unit. By short "subject" is meant a standardized short unit of work which is complete within itself. By short "unit" is meant a short unit of work which is *primarily* a part of a longer course. The results indicate that the short subject plan has certain advantages which, while they are more significant in the specialized vocational training field, still have implications for other machine training fields.

When the office machines program was first organized each subject was separated rather indefinitely into teaching units based upon chapters in the text being used. As enlargement of the offering and the teaching staff was effected this system was found to be unsatisfactory from several standpoints:

1. It did not have sufficient flexibility. Since the course was correlated with the textbook it was difficult to add or delete material in order to make adjustments for local training needs.
2. It was not standard. The various instructors emphasized many different points so that transfer of students between instructors was difficult. In addition, the teaching units were of varying lengths so that the transfer of students to other subjects was difficult. A grade for final accomplishment had to be interpreted in the light of the instructor or period under which the course was taken.

3. It was not efficient. It was found that in some cases a student whose needs were chiefly orientation was spending time on processes that would be of value only to the vocational student, and vice versa. It was also found that some students who had received all they could master by the end of the first ten hours of instruction were continuing to struggle along to the end of the course just because they wanted to "finish the subject."

In an effort to solve these problems teaching units were revised in office machines as follows:

1. Each unit was approached from the pupil angle rather than from the teacher angle. Thus when it was

decided that a 40-hour course on a certain office machine should be broken down into four 10-hour units, the first 10 hours of the 40 was not necessarily placed in the first unit. The question asked was: "If this 10 hours of instruction were *all* that the student were to receive, what points would we cover?" This meant, for example, that in the key-driven calculator orientation course less emphasis would be placed on addition in the first ten hours of instruction and more emphasis would be placed on extensions since the inexperienced operator would find more use for that skill. In each course, therefore, the units were revised by grouping the items in the order of importance.

2. Each office machine subject was separated into minimum length units. For almost all subjects a 10-day period seemed most favorable. In that time even the very inept student was still getting something of value from the course. In that time also the instructor had just about had time enough to appraise the student's future possibilities in the field. From an office standpoint ten days was about the minimum period necessary for clearing records, recruiting new students, etc. The adoption of the 10-day period resulted in basic or orientation courses being organized into 10-hour units (since they met one hour daily) and vocational or skill-building courses into 20-hour units (since they met two hours daily).

3. Each of these units was made a separate subject. This meant that a separate course outline was developed for each one, separate student workbooks were developed to supplement or to replace the textbook, final tests in several forms were prepared and norms developed so that standard comparative grades could be given. Each subject was listed separately in the catalog with its own prerequisites and credits.

The first reaction received was that this was an unnecessary elaboration of a field which was complicated enough already. But as the program became established certain advantages were found in the plan:

1. Student motivation was improved because the goals were brought nearer. Students who were forced to leave before completing the complete series received full credit for those machines and levels which they had completed.

2. Teacher motivation was improved because the more careful organization had ironed out many of the curriculum difficulties so that more time could be spent on "how to teach" and less on "what to teach."

3. The guidance value of office machine training was increased because actual grades were given frequently

OFFICE MACHINE TRAINING

and for each level of each machine. This meant that the student was constantly reminded of his progress and of the type of machine work for which he seemed to have aptitude, or lack of it.

4. The exploratory value of office machine training was increased since it was possible for the student to be exposed to more machines in the same length of time and yet came to appreciate the relationships among them.

5. More efficient use was made of student time since the student who was wasting his time was transferred to a more suitable machine or subject.

6. More efficient use was made of machine time since the machines were made available to the students who could profit most from their use.

7. Teacher assignment was facilitated because the beginning machines teacher could be assigned to the elementary levels and thus was not required to cope with advanced work. This plan also made it possible to assign teachers of other subjects to the machines field because the more definite organization had removed many of the teaching difficulties.

8. Finally, it clarified the thinking of both faculty and students on the matter of office machines. Whereas in the past all machines had been "lumped" under the title of "Office Machines" now even the non-machines teacher began to think of each type of office machine as a separate entity and began to recognize its characteristics, training time, relationship with other machines, as well as vocational possibilities. Since all instructors are used in programming students there was an increased efficiency in the way in which guidance duties were performed.

Outlines of courses are provided for all of the short subjects. Duplicated workbooks or manuals and final tests with norms are also available for most of the courses. The short subjects taught at Metropolitan are listed below:

Adding Machines

10 hours—OMF	(Office Machines Full Keyboard Adding Machine) Introductory
20 hours—AMF	(Adding Machines Full Keyboard) Skill-Building
10 hours—OMT	(Office Machines Ten Key Adding Machine) Introductory
20 hours—AMT	(Adding Machines Ten Key) Skill-Building

Billing Machines

10 hours—TAB	(Typing Applied to Billing) Introductory
20 hours—BMB	(Billing Machines Burroughs Typewriter) Skill-Building
20 hours—BME	(Billing Machines Elliott Fisher) Skill-Building
20 hours—BMI	(Billing Machines IBM) Skill-Building
40 hours—BMM	(Billing Machines Moon-Burroughs "72") Skill-Building
20 hours—BMR	(Billing Machines Remington) Skill-Building
20 hours—BMU	(Billing Machines Underwood Fanfold) Skill-Building

Comptometry (Key-driven calculator)

10 hours—OMK	(Office Machines Key-driven Calculator) Introductory
20 hours—C1	(Comptometry 1) Fundamentals—Vocational
20 hours—C2	(Comptometry 2) Fundamentals—Vocational
20 hours—C3	(Comptometry 3) Fundamentals—Vocational
20 hours—C4	(Comptometry 4) Fundamentals—Vocational
20 hours—C5	(Comptometry 5) Discount
20 hours—C6	(Comptometry 6) Percentage
20 hours—C7	(Comptometry 7) Invoices
20 hours—C8	(Comptometry 8) Invoices
20 hours—C9	(Comptometry 9) Proration
20 hours—C10	(Comptometry 10) Proration
20 hours—C11	(Comptometry 11) Analysis
20 hours—C12	(Comptometry 12) Application
10 hours—CP	(Comptometry P) Production

Duplicating Machines

10 hours—TAD	(Typing Applied to Duplicating) Introductory
40 hours—DM1	(Duplicating Machines 1) Intermediate
40 hours—DM2	(Duplicating Machines 2) Advanced

Machine Bookkeeping

10 hours—OMP	(Office Machines Posting) Introductory
20 hours—MBB	(Machine Bookkeeping Bank — Burroughs "23")
20 hours—MBC	(Machine Bookkeeping Commercial—Burroughs "24")
40 hours—MBE	(Machine Bookkeeping Elliott-Fisher) Beginning
40 hours—MBF	(Machine Bookkeeping Elliott-Fisher) Advanced
40 hours—MBF	(Machine Bookkeeping Moon-Burroughs "78")
40 hours—MBN	(Machine Bookkeeping National "3000") Beginning
40 hours—MBO	(Machine Bookkeeping National) Advanced
40 hours—MBP	(Machine Bookkeeping Posting Burroughs "6")
20 hours—MBR	(Machine Bookkeeping Remington)
20 hours—MBS	(Machine Bookkeeping Sundstrand)
20 hours—MBU	(Machine Bookkeeping Underwood)

Rotary Calculator

10 hours—OMR	(Office Machines Rotary Calculator) Introductory
10 hours—RC1	(Rotary Calculator 1) Intermediate
10 hours—RC2	(Rotary Calculator 2) Advanced

Transcribing Machines

10 hours—TAT	(Typing Applied to the Transcriber) Introductory
20 hours—TM	(Transcribing Machines) Advanced

Varityping

40 hours—V	(Varityping) Elementary Course
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AUTHOR'S NOTE: We shall be pleased to send any Forum reader copies of any outline or test free of charge but for the manuals the charge is twenty cents.

EDITOR'S NOTE: Metropolitan School of Business is the public "business college" for the city of Los Angeles. It is housed in a six-story building in the business section, has a faculty of 25 and a student body of 750. The school offers short, intensive training for all of the office occupations with particular emphasis on office machines.

GENERAL CLERICAL

HELEN BORLAND, Editor
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WHAT IS CLERICAL PRACTICE?

Contributed by William M. Polishook, Director, Department of Business Education, Temple University, Philadelphia 22, Pennsylvania

There is a great deal of confusion surrounding the subject known as clerical practice. For example: Can the duties of the clerk be defined and a course in clerical practice organized to cover these duties? Does clerical practice include machine work? Does office practice conflict with clerical practice? Do clerks need to be trained? Are our bookkeepers and stenographers doing clerical work and therefore is their training "clerical"? Do bookkeepers do some clerical work? Do stenographers do some clerical work?

This group of questions illustrates the amount of confusion which surrounds the subject and perhaps shows why clerical practice is so often avoided in our school training program. It is not difficult to define what bookkeepers do—although there is considerable debate at the present time on that point. In fact, the argument involves clerical practice and seems to center around the type of bookkeeping training which includes the learning of double-entry bookkeeping principles as against the type which minimizes bookkeeping and stresses "clerical duties." These arguments seem to overshadow *bookkeeping* with the allied *clerical* work which a bookkeeper performs. It even becomes so ridiculous that arguments imply that the bookkeeper who does more clerical work than bookkeeping should spend more time on clerical training and less on the principles of double-entry bookkeeping.

The stenographer does clerical work yet stenography is taught as fully as time permits—even though in many cases the stenographer does more clerical work than stenographic. As yet, no one has advised a curtailment of stenographic principles in proportion to the time element spent on stenography as compared with clerical duties.

Another item which confuses the teacher is the office machines course. Many courses in clerical practice are courses in office machine operation. In fact, perhaps more machine courses should be called clerical practice since most of them do not make for a specialized machine operator. Most of them give a smattering of machine operation without specialization in a particular machine or group of machines.

Clerical duties are performed by all office workers. The bookkeeper files papers, fills in forms, answers the tele-

phone, receives visitors, makes stock reports, often adjusts complaints, checks, sorts, etc. In summary, the bookkeeper must also be competent as a general clerical worker to be occupationally competent.

Clerical duties are performed by the stenographer. The stenographer files papers, fills in forms, answers the telephone, receives visitors, makes stock reports, adjusts complaints, checks, sorts, etc. In summary, the stenographer must also be trained as a general clerical worker to be occupationally competent.

This same line of reasoning follows for the typist, the filing clerk, the machine operator, and any other office worker who is a specialist in a skill. The conclusion is the same; each seems, in addition to his specialized skill, to need a well-rounded training in miscellaneous clerical duties. We usually give that training in the course called clerical practice.

The trouble with our reasoning has been that we confuse clerical duties with the highly skilled duties. We offer one or the other, rarely both in their proper balance.

There are many purely clerical jobs in business. Large businesses have "specialists" in clerical duties. This relieves other specialists of many of these miscellaneous responsibilities so that each may become quite proficient in a narrow field. This is the application of the economic principle of the division of labor. Usually, clerical jobs are named according to the major responsibility of the particular clerk. Hence, we have a variety of clerks—each named according to their main clerical specialty yet each no doubt doing some other kind of clerical work. The training for all of these clerks may be the same.

In order to illustrate what is meant, here is a partial list of clerk titles: cash clerk, checker, office clerk, file clerk, general clerk, mail clerk, order clerk, pay-roll clerk, receiving clerk, stock clerk, etc.

A study of fundamental clerical operations made by a job analyst for a large corporation concluded that there were nine basic operations found in the clerical job: (1) filing, (2) sorting, (3) messenger work, (4) counting, (5) computing, (6) recording, (7) communicating, (8) machine operation, and (9) checking.

It really doesn't matter what specific exercises are developed to give practice in these operations so long as they are covered and the elements inherent in the application of these clerical duties are learned. It probably doesn't matter whether the text or the course is called clerical practice or office practice although it would help if the title were standardized.

(Continued on page 41)

HAROLD GILBRETH, Editor
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DO BUSINESS TEACHERS LIKE TO TEACH GENERAL BUSINESS?

Contributed by Clyde Beighey, Western Illinois State College, Macomb, Illinois

If high school principals were asked the question, "Do business teachers like to teach general business?", they would, most certainly, answer in the affirmative. But business teachers who have seen the subject develop in the secondary schools know at once that they do, or do not, like to teach general business. A review of the background of the subject will show why business teachers like, or do not like, to teach the subject of general business.

When teaching general business, the method of classroom instruction differs a great deal from methods used in teaching shorthand, typewriting, and bookkeeping. Regardless of the aims and objectives of general education, the principal objective of teaching shorthand is to teach the student how to write shorthand at an acceptable rate of speed; the principal objective of teaching typewriting is to teach the student how to transcribe and type at an acceptable rate of speed; and the principal objective of teaching bookkeeping is to teach the student how to record entries in books, how to summarize the entries, and how to prepare financial statements and interpret them. All of these aims are vocational in nature. The teacher of these subjects, over a period of years, learns to modify his teaching in order to secure more satisfactory results in a shorter period of time. Since he is, usually, a college graduate and has majored in business education, his counselor has seen to it that he has the necessary semester hours prescribed by the state department of education to be qualified to teach these subjects. He is, as a rule, envious of his position and he knows that untrained teachers cannot supplant him. It is lamentable, but true, that some teachers of vocational business subjects also teach their subjects year after year without improving their methods and also meet their classes each day with very little, if any, preparation.

The aims of general business are not as highly vocational as are the aims of shorthand, typewriting, and accounting but it does offer training in business arithmetic, handwriting, and the use of words. In addition, it provides a broad background of useful business, economic, and consumer information that may be used to orient the student or to provide basic skills which are necessary for more advanced business subjects.

If the modern aims of general business are fully understood by the high school principal, proper methods

of classification of students are used, and qualified teachers of general business are employed, the subject is a popular one with students. As a rule, students appreciate subjects that are realistic and not theoretical. Twenty years ago, no certification standards were set up for the teaching of general business and in some states the subject was not always taught by business teachers. Imagine, if you can, how well some of us could teach English literature, physics, or vocational agriculture if we had no special college training in these subjects. Indeed, college department heads are skeptical of the ability of those who have minored in these subjects. Such misdirected education would result in a lack of interest on the part of both students and teachers, and fail so far as the aims and objectives of the subjects are concerned.

Some states now recognize the importance of proper certification standards for teachers of general business. They may require, for example, a college degree, from three to five semester hours in economics or business economics, from three to six semester hours in accounting, and from two to three semester hours in business arithmetic, in addition to a definite number of hours in the general field of business education. As a result, the subject is now being taught in these states by business teachers who have the necessary background for the subject and who understand its relationship to other advanced business subjects. These teachers understand the reasons for motivation of various topics and are able to make them interesting and useful to students. Probably, the same teachers may also teach certain vocational business subjects to the same students in later grades. The special college course dealing with methods of teaching general business provides the teacher with the information concerning aims, methods, content of the course, grade placement, etc.

General Business and Business Arithmetic

Some teachers like to teach general business because they like business arithmetic. If they also teach business arithmetic as a specialized subject, they know how to motivate the topics by the use of arithmetic. They also like to explain and teach the reasons for arithmetical situations that are provided by business information. They may even over-emphasize the correlated or related business arithmetic and neglect other basic information or skills. Other teachers do not like to teach general business because they realize that their arithmetical ability is not what it should be. Of course, they will admit it but they do not like to be reminded of it. They may not understand the functions of business arithmetic, perhaps they have had no college training in methods of

UNITED SERVICES

BASIC BUSINESS

teaching business arithmetic, their business background may not be as extensive as they would like for it to be, and they cannot solve some of the problems without the aid of a manual or key.

Some teachers like to teach general business because they are good penmen. They appreciate the value of good handwriting in the preparatory years and they realize the importance of good handwriting in certain office positions. Other business teachers who are poor penmen do not, as a rule, appreciate good handwriting and do not stress it in their teaching. Good handwriting is still one of the necessary skills required in business offices and more practice should be devoted to it.

Some business teachers like to teach general business because they like to conduct and supervise business and economic investigations. They know how to capitalize on the use of certain fundamental business principles that have been taught and how to apply them to similar situations in the community. They realize that, after all, books are merely tools in the hands of students and the fundamental economic and business principles that are learned need to be applied to the life of the student. Other business teachers do not like to teach general business because they do not understand how the principles of learning may be applied.

Some business teachers like to teach general business because they like to encourage students to express themselves. These teachers understand that the general education of the individual is of far more importance than the education of the individual to perform a few simple tasks. They know that within every class of students there are various degrees of intelligence as well as various degrees of education. These teachers like to work with individuals by providing assignments to suit their level and which will challenge their best efforts. Differentiated assignments offer an exceptional opportunity in this respect. The teaching of differentiated assignments opens the way for the recognition of individual differences. Other business teachers, especially those who have taught strictly vocational business subjects for a number of years, may not like to teach general business because they see no immediate objective to such teaching.

The Teacher and the Young Student

Some business teachers do not like to teach general business because they would rather associate with older students. The teaching of general business in the ninth grade calls for more skill in classroom management than certain other vocational business subjects. Problems of discipline are more frequent in general business classes but a greater opportunity is presented to the good teacher who enjoys teaching. Other business teachers like to teach general business for the opposite reason than the one mentioned above.

Some business teachers like to teach general business because they believe that workbooks are a necessary part of the course. The well-trained teacher of general business will not assign the projects in the workbook as mere busy work but will use them for the application of business principles and skills. The true function of a good workbook is to provide a review of fundamental principles that have been learned and to furnish situations that offer an opportunity to apply the principles to life situations.

There are also other reasons, minor reasons, why business teachers like, or do not like, to teach certain chapters or parts of general business textbooks. Many times, teachers like to teach those business subjects or those topics in general business that they, themselves, can teach best. A teacher who has had actual experience in a bank or who has sold life or property insurance may spend more time on these subjects than he should and then discover that he must omit certain other chapters in order to complete the course in the allotted time. Or, a teacher with a family and who owns his home may like to emphasize the advantages and disadvantages of home ownership, consumer buying, and credit at the expense of topics about which he cares little and with which he is less familiar.

The course in general business offers a rich variety of information that will be useful to the student in other business courses, in business, or in his daily life. Teachers, as a rule, like to teach general business if they have taken college courses that have given them confidence in their ability. Courses such as introduction to business, business economics, accounting, business arithmetic, business law, and methods of teaching general business should provide sufficient background to enable the teacher to become successful in the teaching of general business and to like to teach it.

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JESSIE GRAHAM, Editor
 Supervisor Business Education
 Adult and Vocational Education Division
 Los Angeles City Schools

SELLING IN STORES, Paul E. Smith and George E. Breen, Harper, 1947, 336 pages, \$1.96.

Recognizing that success in retail selling depends upon adjustment to store environment, getting along with customers and with fellow employees, and understanding of the entire store organization, just as much as upon the technique of making sales, Smith and Breen have assembled here a large collection of helps for the beginning worker.

They have analyzed the problem thoroughly and have included everything they believe will be of value from the large picture of retail business to more trivial items, such as avoiding distracting mannerisms. After each chapter there are stories of imaginary happenings under the heading, "What would you do?"

The many illustrations of cartoon type are superior to the photographs in which applicants and customers appear.

SECRETARIES WHO SUCCEED, Esther R. Becker, Harper, 1947, 121 pages, \$2.

The secretary to whom this book is addressed is presumed to have mastered the mechanics of her work. Even with this foundation securely laid, she may need help in the cultivation of tact, discretion, efficiency, initiative, and other intangibles.

Esther Becker is the secretary of Glenn Gardiner, who says in his introduction, "Some executives have succeeded in spite of mediocre secretaries, but it is safe to say that no executive has lived up to his maximum possibilities without the help and cooperation of a competent secretary."

Miss Becker illustrates each rule of action by the story of an actual office happening. Anyone who has worked in an office will recognize these situations. A large variety of characteristics and duties appear in the anecdotes. There are major matters such as whether or not to correct the executive when he makes an error, and minor details, such as the keeping of a birthday calendar. A useful book for students and secretaries.

STUDENT'S TYPEWRITING TESTS, United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., cost varies with quantity purchased. Specimen set containing one copy of each test and manual \$1.00.

For many years the typewriting companies individually and through the Typewriter Educational Research Bureau produced and distributed typewriting tests. In 1942 the responsibility for these tests was transferred to the National Council for Business Education. Upon the

amalgamation of the Council with the NEA Department of Business Education to form the United Business Education Association. The latter organization is continuing the research, development, and distribution of the tests as a non-profit service to schools. The tests are now known as the *Student's Typewriting Tests*.

The basic difference between the tests for the current year and the tests formerly issued is that emphasis is placed on production rather than net words on straight copy. Even the timed-writing sections are on a production basis by requiring that errors be discovered and corrected. The only penalty for errors corrected is loss of time in making corrections. Uncorrectable errors are penalized according to International Contest Rules.

The straight-copy sections may be used for diagnostic purposes after they have been administered to measure the results of teaching in terms of productive ability. This supplementary use of the tests will meet the criticism that if the errors are discovered and corrected the testing will not serve the need for diagnostic testing since errors, cleverly corrected may be concealed. *It should be clear that the objectives of diagnostic and achievement testing are important and that the tests furnished in this program can be used for both purposes.*

The original tests were revised in 1937 by F. G. Nichols of Harvard University. For several years he had full responsibility of writing, preparing directions, and publishing data concerning the tests.

The current revisions were made under the direction of Dr. Elvin S. Eyster, Indiana University. More than two hundred teachers of typewriting were consulted concerning the revisions needed in a modern testing program. It is the policy of the sponsor of the tests to conduct a continuous program of research and make revisions in the tests as deemed advisable.

The Certified Typist Certificates may be obtained for students who are enrolled in a school which uses the current *Student's Typewriting Tests*. Three grades of certificates are issued; namely, bronze, silver, and gold. The bronze certificate will be issued to students who can write thirty words a minute but less than forty, the silver certificate to those who can type forty but less than fifty words, and the gold certificate to students who can type fifty or more words a minute and are in the 60th percentile or above on the production tests. The certificate are of a size to be inserted in a billfold. Award pins are also available in the three grades and will be issued to students desiring them under the same conditions listed for the certificates. A small service charge will be made for the certificates and pins.

Suggestion for a Worthwhile Vacation

Make your summer vacation enjoyable and especially worthwhile by attending a summer Teacher-Training Course in THOMAS NATURAL SHORTHAND. *Select a convenient location from the list below.*

University of Pittsburgh Pittsburgh, Penna.	6/16 to 7/23/48	University of Southern California Los Angeles, California	6/23 to 8/1/48
Loras College Dubuque, Iowa	6/21 to 7/31/48	Whitewater State Teachers College Whitewater, Wisconsin	6/14 to 7/23/48
St. Louis University St. Louis, Missouri	6/22 to 7/30/48	Mankato Teachers College Mankato, Minnesota	6/7 to 7/16/48
St. Michaels College Winooski, Vermont	6/28 to 8/6/48	Creighton University Omaha, Nebraska	6/9 to 8/2/48
College of St. Theresa Winona, Minnesota	6/22 to 7/27/48	Oklahoma A & M Stillwater, Oklahoma	6/5 to 7/31/48
State Teachers College Indiana, Penna.	6/7 to 7/16/48 and 7/19 to 8/27/48	University of Washington Seattle, Washington	6/21 to 7/31/48
University of San Francisco San Francisco, California	6/26 to 8/6/48		

(Additional locations and specific dates for them will be announced later.)

Register at the college of your choice by writing direct to them today. Tuition cost for qualified teachers will be paid by us.

Thomas Shorthand Series *Line of Least Resistance*

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Edited by H. A. Finney

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Everything from the use of the cash drawer to handling a "short change artist" is covered in this highly visual handbook of correct technique. Each major point is demonstrated with an attractive, suitable illustration.

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▶ GENERAL CLERICAL *Procedures*

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This clearly written text explains how the modern business concern is organized. It provides complete practice in performing the daily clerical duties of an efficient office worker operating under present-day conditions. Actual business forms are explained and illustrated.

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Affiliated and Co-operating Associations

In this section of the UBEA FORUM affiliated and co-operating associations are presented. The announcements of meetings, presentations of officers, and descriptions of special projects should be of interest to FORUM readers. An affiliated association is any organized group of business teachers on the local, state, or regional level which has officially united its activities with UBEA. A co-operating association is defined as one for which the UBEA National Council for Business Education has established a Co-ordinating Committee.

Affiliated Associations

Akron Business Education Association
 Arizona Business Educators' Association
 Arkansas Education Association, Business Section
 California Business Education Association
 Chicago Area Business Educators' Association
 Colorado Education Association, Commercial Section
 Connecticut Business Education Association
 Delaware Commercial Teachers Association
 Florida Education Association, Business Education Section
 Georgia Business Education Association
 Houston Independent School System, Commercial Teachers Association
 Iowa Business Teachers Association
 Kansas Business Teachers Association
 Louisiana Business Teachers Association
 Nebraska State Education Association, District 1, Business Education Section
 New Jersey Business Education Association
 North Carolina Education Association, Business Education Section
 North Dakota Education Association, Commercial Education Section
 Ohio Business Teachers Association
 Oklahoma Commercial Teachers Federation
 Oregon Business Education Association
 Pennsylvania Business Educators Association
 South Carolina Business Education Teachers Association
 Southern Business Education Association
 Tennessee Business Education Association
 Texas State Teachers Association, Business Education Section
 West Virginia Education Association, Business Education Section
 Wisconsin Education Association, Commercial Section

Presidents of Affiliated Associations



HAROLD C. FERGUSON
Colorado



JAMES J. GEMMELL
Pennsylvania



ARNOLD CONDON
Arizona

Colorado

Harold C. Ferguson, assistant principal of the Junior-Senior High School, Loveland, Colorado, has been interested in business education for the past ten years. In addition to being president of the Commercial Section of the State Education Association, Mr. Ferguson is president of the newly formed Colorado Business Educators Club. He is the co-author of an article which appeared in the February issue of *UBEA Forum*. Mr. Ferguson is a graduate of Colorado State College of Education.

Pennsylvania

James J. Gemmell, who has been Director of Business Education at Penn State for the past two years, is the capable president of the Pennsylvania Business Educators Association. Dr. Gemmell was born in Glasgow.

Before accepting his present position, Dr. Gemell served as an instructor at New York State College for Teachers, Albany, and previous to that was a high school teacher and athletic coach. He has been a frequent contributor to professional magazines, and is author of research projects in typewriting, business organization and management, enrollment trends, and research technique.

Arizona

The Arizona Business Educators' Association holds its semi-annual meeting April 12, with Peter L. Agnew as guest speaker. Arnold Condon is president of the Association. Dr. Condon is head of the Department of Secretarial Studies and major professor of Business-Teacher Education, University of Arizona, Tucson. He holds degrees from State Teachers College (Whitewater, Wisconsin), Columbia University, and New York University. In addition to being president of the Arizona Business Educators' Association, Dr. Condon is chairman of the UBEA State Administrators' Committee. Edward Palmer, North Phoenix High School, Phoenix, is vice-president and Miss Ruth Miller, High School, Collidge, is secretary of the state group.

Oklahoma

The Oklahoma Commercial Federation held its annual meeting in the Exhibit Room of the Hotel Tulsa on Friday, February 13. Edith White, director of business education in Tulsa, and the business teachers of that city made arrangements to accommodate the largest crowd which had ever been anticipated, unfortunately, ice which covered the highways made

IN ACTION

it impossible for many teachers to reach Tulsa in time for the luncheon and afternoon sessions.

This year the Federation had as its speaker T. James Crawford a member of the staff of the School of Business, Indiana University, Bloomington. Dr. Crawford presented a demonstration on better instruction in typewriting. For his demonstration he used pupils from the Tulsa schools. Dr. Crawford was also the guest speaker at the Delta Pi Epsilon breakfast which was held in connection with the state meeting.

Robert Lowry presided over the sessions. Mr. Lowry is UBEA State Director and is chairman of the Membership Committee. He is a member of the staff at Oklahoma A&M College, Stillwater. Other officers of the Federation are: Jack Kaufman, Central High School, Tahlequah (vice president); Allie Dale Lambert, Will Rogers High School, Tulsa (secretary). The new officers will be announced in a later issue of UBEA Forum.

BY MARY BELL

Oregon

The Oregon Business Association is one of the most active departments in the State Education Association. It held its annual meeting in Portland on April 1. An interesting program with inspirational speakers, luncheon, committee meetings, and "open house" drew a good attendance of members from all parts of the state. Among the guest speakers were Peter L. Agnew of New York University and R. W. Steel who is a member of the Portland Chapter of Noma.

Clara Voyer, Albany High School, Albany, completed her second year as president of OBEA. Miss Voyer is one of the three Pacific District members of UBEA's National Council. Harold O. Palmer, Klamath Falls High School; Mrs. V. Ann Elliott, Beaverton High School; and Mrs. Mary Lewis, Rainier served as the other officers for the Association. Theodore Yerian, State College, Corvallis, was named consultant for the group.

Connecticut

Harold M. Perry, chairman of the UBEA Membership Committee in Connecticut, has resigned his position at Teachers College of Connecticut to become director of personnel service for the Colgate-Palmolive - Peet Company, Jersey City, New Jersey. Dr. Perry was one of the first membership chairmen to achieve and pass the state quota.



During the war, Dr. Perry served with the FBI from May 1942 to January 1945. The following year he was responsible for an expose of the subversive activities and personnel practices in the Chicago public schools as a result of his position as special investigator for a committee set up by the National Commission for the Defense of Democracy Through Education. Because of his background of experience both in the educational field and his former work with the FBI, he was called by the National Education Association to investigate the existing conditions in Chicago. He was selected to membership in the New Britain Board of Education in April 1946.

North Carolina

The Business Education Section of the North Carolina Education Association will convene during the North Carolina Education Association Annual Convention to be held in Asheville, N. C., April 15, 16, and 17.

Endeavors are being made to arrange a fellowship dinner for business teachers on the evening of April 15. It is the belief of the executive council of this section that the teachers of North Carolina should know each other better and know "who's who" in the business education field of North Carolina, and that a fellowship

gathering at the beginning of the convention is an ideal time for getting acquainted. An enlightening program and a business meeting are scheduled for Friday afternoon, April 16.

Some resolutions presented by the Southeastern District business teachers of North Carolina are in the hands of our president, J. M. Deeds. They will be presented at the state meeting for a vote. These resolutions include a recommendation that business teachers of North Carolina pay \$1 per year dues for membership in the Business Education Section of the NCEA so we will have more money with which to further our plans and that this \$1, together with SBEA and UBEA dues, be unified with the enrollment in the North Carolina Education Association.

By BERNICE D. BJONERUD

Iowa Revising Course of Study

The business teachers in Iowa are working on a new course of study which will be included in the *Revised Curriculum for Iowa Secondary Schools*. The members of the committee and their special assignments follow: Chairman—Lloyd V. Douglas, Iowa State Teachers College, Cedar Rapids; Advisor—James Douglas, Iowa State Teachers College, Cedar Falls; Secretarial—Lois Elwood, East Des Moines High School, Des Moines; Consultant—Irene Feisner, State Supervisor of Distributive Education, Des Moines; Consumer Education and Economic Geography—Ruth Griffith, McKinley High School, Cedar Rapids; Bookkeeping and Business Law—August J. Lukes, East High School, Waterloo; Retailing—Gladys Nolan, Sioux City; General Business Training, Business Organization, and Management—Ernest P. Zelliot, Director Business Education, Des Moines.

Officers of the Iowa Business Teachers Association for 1947-48 are: president, August J. Lukes, East High School, Waterloo; vice-president, Paul Thayer, Washington High School, Washington; secretary, Margaret Proehl, Muscatine; and editor, Henrietta Mueller, Cedar Falls.

UBEA IN ACTION

HEADQUARTER'S NOTES

UBEA Calendar, 1948

May 1 to June 1—Election of members to National Council (Executive Board). Ballots should be clearly marked and must be post-marked before June 1, 1948.

July 4—Annual meeting of the UBEA National Council for Business Education, Cleveland, Ohio. Place to be announced.

July 5—Fellowship Breakfast for Council members, delegates, and friends. Cleveland, Ohio, place to be announced.

First annual meeting of UBEA Representative Assembly, Cleveland, Ohio. Affiliated organizations with more than fifty members are entitled to send two delegates to this meeting. All other affiliated organizations may send one delegate. Meeting open to members.

July 31—Close of first membership period. UBEA charter members and others who made application between August 1 and December 1, 1947, are urged to renew their membership before this date.

Expiration date for 1947-48 student memberships.

November 30—Close of second membership period. Memberships entered between December 1, 1947, and February 29, 1948, expire on this date.

National Business Entrance Tests

April, May and June have been designated for giving the National Business Entrance Tests of 1948 by the Joint Committee on Tests representing the National Office Management Association and United Business Education Association. The National Business Entrance Tests were formerly known as the National Clerical Ability Tests. The testing program consists of five job tests and a combined general information and fundamentals test.

The job tests include those for a stenographer, a bookkeeper, a typist, a calculating machine operator, and a general clerical worker (including filing). These tests were selected as a result of a questionnaire study

(Continued on page 50)

Atlantic City Scene of Important Developments

Divisions Make Recommendations

The two UBEA Divisions—Research Foundation and Administrators' Division—met informally in Atlantic City on February 21. The purpose of the meeting was to discuss the activities and make recommendations to the National Council concerning the organization of the Divisions. Sixty-three persons attended the meeting.

Recommendations of the group included: (1) a professional membership to replace individual membership in each of the Divisions, (2) continuation of *The National Business Education Quarterly* as a service to members of the Divisions, (3) UBEA Executive Board control of the Divisions rather than separate governing boards, (4) close co-operation of the Divisions with the UBEA Tests and Standards Committee, and (5) an investigation to determine if Divisions are needed in other areas of business education.

National Council Action on Recommendations

After a thorough discussion of the recommendations made at the joint session of the UBEA Divisions, the National Council passed the following motions:

I. That the UBEA Executive Board authorize the creation of the United Business Education Association Research Foundation and the United Business Education Association Administrators' Division. The officers of each of these professional Divisions shall be a president, vice president, and secretary. The president and vice president shall be ex-officio members of the Executive Board of UBEA and shall hold office for a term of two years, arranged so that the term of office of the president and vice president shall not terminate on the same year.

New Rates for Dues Authorized

The National Council for Business Education (UBEA Executive Board) at its meetings in Atlantic City authorized professional membership which will entitle members to all services and privileges of the Association and its divisions. The fee for combined regular and professional membership was established at \$6 which is a saving of \$2 over the present plan

(Continued on page 26)

- II. The Executive Board of UBEA shall nominate at least two persons for the office of president, vice president and secretary of each of the professional Divisions. A ballot shall be prepared and sent to the membership of each professional Division for vote. The nominee receiving the highest vote for each office shall be considered elected.
- III. That a professional Division for the promotion of better teacher education and recruitment be created with special emphasis on preparing professional publications.
- IV. That the president of UBEA appoint a special committee to: (1) study the purposes of the teacher education and recruitment group, (2) develop procedures for organizing the division, (3) determine the activities and name, and (4) report by mail to the Council any recommendations and (5) that action be taken at the next meeting.

It was agreed that *The National Business Education Quarterly* should continue as a service to members of the Divisions and that the present editors should be retained for 1948-1949. *The National Business Education Quarterly* is in its sixteenth year of service to business teachers.



FOSTER W. LOSO
Middle Atlantic District
Term expires 1948



S. GORDON RUDY
Middle Atlantic District
Term expires 1949



BERT CARD
Middle Atlantic District
Term expires 1950



PARKER LILES
Southern District
Term expires 1948



GLADYS JOHNSON
Southern District
Term expires 1949



BENJAMIN R. HAYNES
Southern District
Term expires 1950



CLARA VOYEN
Pacific District
Term expires 1948



JOHN N. GIVEN
Pacific District
Term expires 1949



EDWIN SWANSON
Pacific District
Term expires 1950

UBEA's National Council for Business Education

The National Council for Business Education (UBEA Executive Board) is the heart of the Association. The constitution provides that Council members shall be teachers, supervisors, and administrators from educational institutions, school systems, and groups which are engaged in work primarily in the interest of business education. The 1947-48 Council is the first one to be elected by mail ballot. It held its first meeting in Atlantic City on February 21 and 22. The Council will convene again in Cleveland, Ohio, on July 4, 1948.

The four officers of UBEA are elected by the Council at its regular annual meeting. Council members are elected for a term of three years. Each regular member of the Association will have an opportunity in May to vote for the candidate of his choice for the term beginning August 1, 1948 and expiring July 31, 1951.

UBEA Forum presents the elected members of the current Council in this issue. School identification and addresses are listed on the contents page. Officers of the Council were presented in the October issue of the Forum.



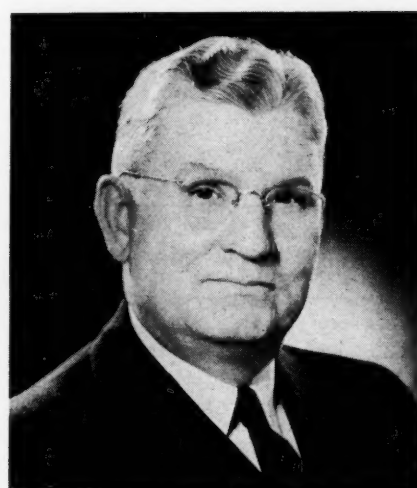
ALBERT C. FRIES
Central District
Term expires 1949



PAUL S. LOMAX
Northeastern District
Term expires 1948



MARY BELL
Western District
Term expires 1948



VERNAL H. CARMICHAEL
Central District
Term expires 1948



VERN FRISCH
Northeastern District
Term expires 1949



CECIL PUCKETT
Western District
Term expires 1950



GLADYS BAHR
Central District
Term expires 1950

UBEA IN ACTION

THINK ... PLAN ... ACT ...

- Every teacher owes it to himself, to his profession, and to our country to take part in the local, state, and national education associations which advance and safeguard American education.
- Usually 1 per cent of salary is sufficient to provide adequate unified dues in local, state, and national associations.
- A plan of unified membership is economical, effective, and professional.
- Isolationism is often another name for irresponsibility or refusal to pull one's share of the load.
- Local, state, and national associations are so interdependent that they rise and fall together.

Important Developments

(Continued from page 23)

where one pays for membership in UBEA and each of its divisions.

Upon payment of the professional fee, a member may indicate one or all of the divisions in which he wishes to participate. He will receive voting privileges of members, special bulletins, and subscriptions to *The National Business Education Quarterly* and the *UBEA Forum*.

The Council found it necessary to increase the dues for both regular and student members to \$3 and \$1.50 respectively. The increase is necessary because the purchasing power of our present dues has been reduced to the point that UBEA can not main-

tain a program of service such as the Council believes is needed in promoting better business education. Printing costs consume 71 per cent of the income from present membership dues and advertising. Our headquarters office is understaffed and underfinanced to the point that the present staff finds it impossible to handle efficiently the many duties connected with the two publications, membership promotion, field service, research, tests program, FBLA activities, special bulletins, and other services of the Association. No other similar national association which maintains a headquarters office and provides a magazine of distinction has dues so low as UBEA. The Council is confident that increased income beyond the point of operating and overhead costs will return more than a proportionate amount of service to its members.

The new rate of membership dues will go into effect August 1, 1948. Persons joining the Association for the first time or renewing membership will have the privilege of paying the \$2 rate instead of the new rate if the application is received before August 1, 1948.

By-Laws Revised, Article III—Dues and Types of Membership

Article III of the UBEA By-Laws was amended to read:

Section 1. Regular Members: The dues for regular membership shall be \$3.00 annually. This entitles the member to the right to vote in the affairs of the Association and to the

(Continued on page 50)

Small Business Aids

BY LEWIS R. TOLL

The "Small Business Aids" included in this month's column pertain to drug stores, hardware stores, and electrical appliance stores. These aids are not only helpful to managers and employees of these stores but they are valuable teaching aids for high schools, business colleges, and collegiate schools of business.

The basic sources of several of these aids are indicated to assist teachers and students in expanding their reference lists of books and periodicals.

In addition to the "Small Business Aids" (identified by number), a few of the other publications of the Department of Commerce are included in the following lists:

Drug Stores

No. 66. Increasing Cosmetic Sales. (Reprint of "Does Your Cosmetic Department Need a Facial?") by Robin Fowler, *American Druggist*, June, 1946, Hearst Magazines, Inc., New York, N. Y.

No. 101. Building Prescription Department Sales.

No. 204. Operating a Drug Store (Condensed from *Drug Store Operation*, State of New York, Department of Commerce, Albany, New York, March, 1946).

No. 233. Sales Tips for the Toiletries Saleswoman. (Condensed from article of the same name, *Syndicate Store Merchandiser*, May, 1946, *Syndicate Store Merchandiser*, Inc., New York, N. Y.)

No. 265. The Independent Druggist. (Condensed from *The Independent Druggist*, first report of a continuing study jointly sponsored by the National Association of Retail Druggists and the Saturday Evening Post, 1945.)

No. 418. Drugstore Maintenance and Housekeeping. (Condensed from Chapter 6

(Continued on page 48)

ISSUE EDITORS

October (1947) Shorthand, Thelma M. Potter, Teachers College, Columbia University, New York 27, N. Y.

November (1947) Typewriting, John L. Rowe, Boston University, Boston, Massachusetts.

December (1947) Bookkeeping & Accounting, Milton C. Olson, Ball State Teachers College, Muncie, Indiana.

January (1948) Office Machines, James R. Meehan, Hunter College, 695 Park Ave., New York, N. Y.

February (1948) General Clerical, Helen B. Borland, University of Colorado, Boulder, Colorado.

March (1948) Basic Business, Harold B. Gilbreth, Winthrop College, Rock Hill, S. Carolina.

April (1948) Distributive Occupations, William R. Blackler, Bureau of Business Education, Sacramento 14, California.

May (1948) Office Standards and Cooperation with Business, Harm Harms, Capital University, Columbus 9, Ohio.

THE *Forum*

Teaching Methods in Distributive Occupational Training

By JOHN W. ERNEST
Instructor of Merchandising
Los Angeles City College
Los Angeles, California

Success in retailing and in other phases of the distributive system requires a broad understanding and ability to fit into any one or more of a vast number of different jobs. The instructor of courses in the merchandising area needs to keep constantly in mind that retailing offers many avenues of employment. It is not a "one-way street," nor a "blind alley." The work of the different divisions of the "big store" cuts across functional lines, and cooperation among all divisions is required to make the retail store a smooth-working organization. The retail store offers not just a single opportunity but many avenues for a career to each applicant. In return the store demands an understanding and versatile employee who can fit into any one of the various jobs in the different divisions of the store.

Broad Training for Adaptability Needed

Are we really preparing our young people for a vast field of work in which are found many different types of jobs, or do we set up our retailing salesmanship courses as "shop" subjects, turning out sales clerks, stock clerks, store messengers, etc.? If we could get a bird's-eye view of the business curricula of this nation's high schools, would we find an equal number of retailing courses as compared with salesmanship courses? How about course content? Do we teach all of the related activities of retailing, or just sales and store system? Do we stress only the "big store" viewpoint, or do we honestly try to include both large and small-scale retailing? Do we teach only mercantile activities, or do we run the whole gamut of retail trade, showing how the service establishments operate, such as restaurants, cleaners and dyers, hotels, insurance agencies, and laundries?

Let's face the future. Retailing is a big and growing field, composed of thousands of different types of occupations. It employs about one out of eight of the

It is time to review and adjust our objectives in the field of distributive occupational training.

total working population of the nation. It contributed approximately \$42 billion to our national income in 1939, \$74.5 billion in 1945, and \$97 billion in 1946. It is expected to contribute approximately \$116 billion in 1950.¹

Retailing will undoubtedly offer greater and richer opportunities in the coming years. Out of a total of approximately 3,400,000 businesses in the U. S., 1,780,000 are retailers, or approximately 53%. About 92% of these are small enterprises, employing less than 10 employees. Working in a small retail store requires a versatile employee. Knowledge of salesmanship must be supplemented by ability to set up displays, write ad copy, keep records for the business, check stocks, take inventory, and often aid in the formulation of store policies.

In the big store, where specialization is found, there is an increasing tendency to seek out people who can adapt themselves to the various divisions of work within the organization. Chances for promotion are great, in both small and large organizations, for the employee who can adjust readily to the different types of duties and responsibilities which management may thrust upon him.

Objectives in Distributive Occupations

It is time to review and adjust our objectives in the field of distributive occupational training. The objectives which we choose may be of two kinds, *general* and *specific*. The general objectives furnish us with signposts by which we chart our path for teaching an entire course. The goal is a long-range one and is stated in terms of what the class member should have accomplished

¹Consumer expenditures are estimated by the Twentieth Century Fund, *America's Needs and Resources*, J. Frederick Dewhurst and Associates, 1947. Estimates are in terms of 1944 prices.

"Competition among various types of retail outlets is making retailing more complex."

upon completion of the course. The objectives may go further and define the things that the learner should be able to *know and do* when placed in a type of employment that leads out of successful completion of the course. It would seem that this latter view is the preferable one. The general objectives frame the policy of teaching and administering the course, and establish a standard for selecting desirable and effective class material and for eliminating undesirable or weak material. The objectives should be worked out, as far as possible, with the business leaders in the community, and should be kept "in tune" with the times.

The specific objectives help us select the right material for the lesson and aid us in taking the most direct path toward the accomplishment of the general objectives. The specific objectives, too, should be based upon current and acceptable practices in the retail stores and service trades of the community. In most cases job analyses should be made in order to insure that the objectives for each lesson in the training program are practical and will benefit the class members. In the larger city stores, in many cases, job analyses have already been made. The cooperative retailing instructor may find these available and helpful for the purposes of preparing young people for local store careers.

As an example, the general objectives for a cooperative retailing course might be set up as follows:

1. To help the trainees understand that retailing is a career; that retailing doesn't just consist of special tasks such as selling or stockwork, but that there are many avenues of employment and promotion available if the individual has mastered the basic tools.
2. To prepare young people for vocations. This is where we teach the basic tools needed for success on the job such as, basic store math, store English, effective speech, personality development, salesmanship, etc.
3. To provide a broad understanding of the entire distributive field, the institutions in that field, how they operate, etc.

The specific objectives involved in a course of cooperative retailing might be established as follows:

LESSON: Orientation To The Job
Objectives:

1. To provide class members with a working knowledge of the functions of a store.
2. To acquaint class members with the duties and responsibilities of the various positions in the store.
3. To help class members find out about his (or her) store, its policies, rules, during the first few days of employment.
4. To show class members how to apply for a job, how to fill out an application blank, how to conduct themselves during the job interview.
5. To show class members how to get along in the store—with management, with co-workers, with customers.

Teaching Methods and Devices

Probably no other subjects in the commercial curriculum offer the chance for the exploration and effective

use of the many different teaching methods and devices as do the sales and retailing subjects. How do we put over a lesson to our classes? How do we give them new information and skills? How do people learn best?

People tend to learn in three general ways:

1. By having things told to them
2. By having things shown to them
3. By thinking things out, either by themselves or with others.

All of the different methods of teaching can be grouped accordingly:

TELLING METHODS

1. Lecture
2. Lecture-discussion
3. Directed discussion
4. Radio
5. Study of books, magazines, bulletins, duplicated materials passed out in class
6. Panel discussion

SHOWING METHODS

1. Demonstrations
2. Motion pictures and slide films
3. Charts and drawings

THINKING METHODS

1. Problems
2. Conference discussion
3. Directed discussion
4. Panel discussion

A good instructor relies on no single method. All of them should be used.

Telling Methods

The telling method of instruction has a definite place in distributive training. The lecture method has proven useful when combined with the discussion technique. A typical procedure would be to present the material to be learned in a series of brief lectures, perhaps not more than 15 minutes or so, and then provide a short discussion period of approximately the same length of time. This gives class members a chance to participate and increases interest in what is to be learned.

The directed discussion is one of our oldest methods of instruction, having as its classic example of perfection the teachings of Socrates. It is, even today, one of our most effective methods of instruction—but it demands an exceedingly skilled person, adept in the art of questioning. It is especially valuable when used before and after short lectures, to find out what the group knows about the subject, and to ascertain how much they have learned after the subject has been presented.

The radio has, as yet, barely scratched the surface as a method of teaching. The chief limitations in the use of the radio include the limited number of programs which are broadcast for educational purposes, the difficulty in coordinating program hours to class hours, and finally the cost of providing radios for classroom use.

(Continued on page 44)

"Merchandise courses have a very broad application."

Courses in Merchandise Information

There is a place in every business program for courses in merchandise information.

By JOHN W. WINGATE
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It is only recently that colleges have been willing to introduce courses on merchandise information into their business curricula. When business subjects made an entering wedge into the liberal arts program, admission was granted only to subjects having to do with functions of business, such as salesmanship, management, and accounting. The study of goods themselves from either a utilitarian or aesthetic point of view was thought to have no place in college, except in a home economics program. Administrators in high schools, especially those who were familiar with vocational training, were quicker to accept such courses since they recognized that graduates would need to have merchandise information particularly in their beginning jobs which involved selling in stores or work in factory or mill. Yet even in high schools, the first training in merchandise information had to be sandwiched in as a unit of the salesmanship course. In many such courses today, considerable attention is given to facts about textiles while in others each student is expected to make a special study of some one product and to present his findings in manual form.

Importance of Merchandise Information

It has been only recently that school and college authorities have come to realize that a study of merchandise is not simply a trade tool for the beginner who is going to sell but that it provides essential training for all potential mercantile executives. The whole success of our marketing system today depends upon a close analysis of customer requirements for specific merchandise, followed by the translation of these requirements into technical specifications to serve as a guide to the producer.

The retail store buyer is becoming more of a merchandise specialist than has been true in the past. He must be able to know the strong and weak points of various raw materials from which the product he sells is made; he must know the different methods of construction and the suitability of each to a variety of uses. In addition, he must understand how the principles of good taste can best be exemplified in the product. Armed with this information, he works closely with the manufacturer to create goods that are most in line with customer demand.

For the average college teacher, it may seem out of place to be asking students to study the qualities that make for a good kitchen cooking pot. To many, this does not seem like information suited to the college level. Yet, it must be recognized that the leading engineers and scientists and the top-notch merchandisers, whether working for manufacturer or retail store, are continually studying these apparently mundane facts about consumer goods. Surely their high salaries are due in part to their ability to draw up specifications in terms of customer requirements. We are beginning to realize that a study of the goods in relation to their ultimate uses is fully as important as a study of how to buy, how to sell, and how to keep records.

Merchandise to Study

The critics of courses in merchandise information argue that the student in school does not know in what line of business he is going to engage and that it is impossible to develop courses that are sure to be of later value to him. In answer, it should be pointed out that many of the merchandise courses have a very broad application. For example, the student who has learned the fundamentals of textile merchandise will have a valuable tool applicable to all phases of the clothing field, in home furnishings, and in the handling of many industrial products as well. Thus, unless a student has definitely made up his mind to go into the food field, he is almost sure to gain some knowledge in the textile course that he will be able to apply.

Similarly, courses that deal with the aesthetic features of merchandise, such as fashion and interior decoration, are sure to prove of value. If a student is reasonably sure that his future work will have something to do with some phase of women's or men's apparel, the fashion course is sure to be useful. If he believes that the broad field of home furnishings will provide him a career, he cannot go wrong by taking a course in interior decoration. Even if the student should enter upon a field of merchandise distribution entirely unrelated to the particular course which he took in school, he would nevertheless have acquired an ability to analyze merchandise from the angle of customer needs that might

"A study of merchandise is not merely a trade tool."

prove his greatest asset in advancing to a top position. We can go even further and say that even if a student makes no commercial use of the merchandise information acquired, it will still help him as a consumer, in the buying of food and clothing and in outfitting his own home. Thus, there would seem ample proof that there is a place in every business program for courses in merchandise information. In the past, such courses have generally been tied up with the retailing program, due to the fact that the immediate use to which students could put the information was in part-time selling positions in retail stores. Actually, however, the merchandise information courses could well become a separate and distinct unit in any curriculum, in that they should be open to all business students regardless of their specialization.

Textile Courses

When a program of merchandise training is to be introduced, the question arises as to what merchandise should be studied first. The salesmanship course should still be used, as already suggested, as a motivating force to drive home the importance of merchandise information. However, it would be generally undesirable to cover facts about merchandise in this course even though sources of information should be outlined and students should be trained in the preparation of merchandise manuals.

The particular course to be introduced will depend upon the local situation. In some communities a foods course may be necessary, but the probabilities are that most of the students are aspiring to work in connection with clothing or home furnishings. Accordingly, a textile course is usually the most important. As time goes on, this may be expanded into three courses; (1) beginning textiles, (2) advanced textiles, and (3) a special course in laboratory and testing techniques. The latter course involves the purchase of considerable expensive equipment, but does provide training in the knowledge of merchandise standards and merchandise analysis that will prove of inestimable value to future merchandisers. Again, students themselves enjoy a course of this sort where they are working with things and can make positive judgments of relative values based upon objective tests that they have made themselves.

Non-Textile Courses

Schools that have established a textile course have soon experienced a demand on the part of students for similar information in regard to other than textile products. Accordingly, a Non-Textile course has been organized. The negative name, "non-textile," however, is most unfortunate and the wide range of products—from food—

to furs—to furniture—can not be covered adequately in any one course. The information has proved to be too concentrated and kaleidoscopic to be of much value. The next step then is to develop two non-textile courses: (1) Apparel Accessories, covering furs, shoes, handbags, jewelry, and cosmetics and (2) Home Furnishing Accessories, covering woods and furniture, plastics, china and glass, rubber products, metal ware and stationery. Occasionally paints and electrical appliances may be included in this course, but their inclusion tends to spread the work too thinly.

Two non-textile courses will serve the needs of the potential teacher who must know about many products as well as of the student who is uncertain of the exact field in which he is to progress. For evening students already engaged in a specific store or industry, more specialized courses are required. At City College in New York City, there has been introduced a course in Furs and another in Shoes and Leather Accessories. There is also a course in Foods. At New York University, there are specialized courses in Paints, in Plastics, and in Major Electrical Appliances. The trend will be doubtless in the direction of further specialization and the development of courses similar to those mentioned in other localities than New York.

Sources of Merchandise Information

Once the decision to offer courses in Merchandise Information has been made, the next step is to obtain the teacher and to provide the course content. If the course is highly specialized, an expert in the field is often obtainable, but if it is to be a course in textiles or in a wide variety of non-textile products, it is better to procure a trained teacher and to have him collect the material and invite in guest lecturers.

Most libraries have little information of value for such an instructor. Data on raw materials are likely to be plentiful, but not on the finished products. It is true that a few good books on textiles from the consumers' point of view are available, but there is little in book form in regard to non-textile products. Two high school texts, however, do contain an excellent short treatment of a wide variety of articles. They are *Know Your Merchandise*, published by Harper Bros., and *Consumer Goods*, published by the American Book Company.

One of the best sources of information are the manufacturers and trade associations that have put out informative pamphlets. A perusal of such magazines as *Good Housekeeping* will uncover many manufacturers who make important lines of consumer goods. One teacher of Home Furnishings sent out one cent post cards to 80 advertisers in the leading women's magazines and received back from 65 of them pamphlets and other material which contributed substantially to the content of her

"Retailing offers young men and women many opportunities."

course. Some of the concerns provided for each member of the class a copy of a well illustrated booklet on the product.

Movies and sound-slide films are also appearing in increasing quantity and the sponsoring concerns are generally glad to provide them free of charge for school showings. The National Retail Dry Goods Association has an excellent list of such visual aids.

A few vendors have traveling representatives who visit schools and colleges lecturing on their specialties. For example, the talks by Mr. John V. Smaelie of the Mohawk Carpet Mills, Inc., on rugs, and Mrs. Gladys Haneford of N. W. Ayers on diamonds, as well as the one by Miss Eloise Voss on Celanese rayon, are nationally known.

Manufacturers, both individually and collectively by trades, are becoming increasingly aware of the importance of good public relations and are more than ever

before ready to cooperate with educational institutions in training young people who will surely be conscious of their products even though they should never handle them commercially. In fact, many concerns are only waiting to be asked. For example, when one shoe manufacturer learned that The City College was about to introduce a new course in shoes, he agreed to develop a special display showing the steps in the production of these shoes. It will cost him well over \$100 to do this.

Outlines of Specific Courses

Following are outlines used in four courses at The City College of New York. For high school purposes, some condensation may be desirable; on the whole, however, it would be better to provide a full treatment of the merchandise lines of greatest interest to the students in the community than to attempt to give them a smattering of information along many lines.

(Continued on page 47)

Retailing—Objectives, Principles, and Course Content

Good sales persons must satisfy the needs of the customers.

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The growth in interest in distributive training in the United States is significant and worthy of special note. In earlier years the belief was widespread that the knowledges and skills necessary for successful work in or operation of a retail or other distributive business could be readily acquired in the ordinary conduct of this business. This method of learning retail and wholesale practices is still prevalent in a large number of small distributive businesses. The attitude of many merchants toward distributive training was shared by school administrators and teachers. There was widespread acceptance of the idea that training for prospective office or clerical workers was necessary but business teachers did not consider that comparable training was required for future salespeople and other distributive workers.

Change in Emphasis

A marked change has taken place in recent years in the attitude of employers and employees of distributive businesses and of educators toward distributive training, the greater part of which concerns itself with training in

the retail field. The emphasis on education for retailing is understandable since such a large proportion of distributive businesses consist of retail or service establishments.

The growth in size of retail establishments, the evolution of corporate chain store organizations, the launching of wholesaler sponsored or guided voluntary chain store groups, the substantial hold of mail order houses on rural and even urban consumers, and the competition among these various types of retail outlets are all making retailing more complex and exacting. The war years especially demonstrated to retailers the value of having, especially in important positions, well trained persons of good native ability.

As retailing becomes more and more scientific it will become more and more professionalized. After five or six years of academic training a man goes out into the world and hangs up his shingle as a dentist or a doctor. The man who studies electrical engineering for four years goes into an industrial plant, and after serving in

"The duty of persons employed in sales promotion is to attract customers."

what amounts to an apprenticeship, becomes an electrical engineer. A chain store organization will take in a promising young man, often a college graduate, and after four to five years of study and hard work he may become proficient enough to manage a chain store. Such a young man, possessing youth, vigor and a trained mind can, with the help of an appropriate training, become in time a successful operator of an independent retail store.

Both high school and college can play an important part in preparing young men and women for retailing careers. Since the majority of young people do not have the opportunity to attend college, the high school will have to furnish them with the knowledge that will enable them to understand retailing principles and procedures and with the skills that will help them to successfully perform the tasks to which they are assigned.

Opportunities in Retailing

Retailing offers young men and women graduating from high school many opportunities for developing and using their talents. These talents may lie in the selling of goods, services, and ideas; in the selecting and purchasing of merchandise; in the training and supervising of retail employees; in the dramatizing of merchandise through words, pictures, or displays; in the recording and interpreting of statistics; or in some other skilled activity. Before a young person can make a success of any of these specialized activities he must understand their relationship to each other and to the whole big problem of retail store operation. Retailing as much as any other business activity requires team work for success. No team member can be successful unless he understands the signals and the part that each member of the team has to play. In the game of retailing there are basic principles that must first of all be understood and then practiced.

A high school course in retailing principles, in the writer's estimation, is not synonymous with a course in retail selling or store salesmanship. If this course is to be an exploratory or orientation course for prospective retail employees who want to have an intelligent understanding of all of the important problems of retailing, then it should be broad enough in scope to include the four accepted divisions of retail store activity; namely store operation, merchandising, sales promotion, accounting and control.

Objectives of Retailing

The objectives of a course in principles of retailing can be stated as follows:

1. To develop an understanding of the significant part played by the retailer in the marketing structure, and the relation of retailing to other phases or parts of that structure.

2. To emphasize the importance of the social service rendered by the retail store.

3. To point out the principles that underlie scientific organization and management in retailing, through a study of the basic store divisions—merchandising, sales promotion, store operation, and finance and control—and the nature and operation of these divisions and their relations to one another.

4. To give students an understanding of business ethics as these are applied to retailing.

5. To formulate certain principles that may be used effectively in teaching the principles of salesmanship in the retail field.

6. To prepare students to meet and work successfully with people.

7. To develop retailing skills and good work habits.

8. To reveal something of the opportunities that retailing offers as a vocation to those who are interested and willing to make adequate preparation for this work. To give such training as will bring promotion to the student in this field.

Content of Course in Principles of Retailing

A study of different surveys of course content of the distributive subjects offered in high schools in this country reveals that although many high schools include a course in principles of retailing in their curriculum the content of these courses varies greatly. Over the period of the past twenty years, however, there has been a noticeable trend in the direction of giving students enrolled in a course of retailing a complete picture of retail store operation in all of its principal phases and of showing them the relationship between the various factors in the marketing structure.

It is not necessary that students be given a formal course in marketing in order that they may understand the marketing or distributive system in the United States. Students can be given an understanding of the relative merits of the department store, the mail-order house, the chain store, and the small independent retailer. The teacher can point out that from the earliest trading posts down to the present day each new form of retailing has arisen out of need, and that, to survive, it has to satisfy the requirements of economic law. The teacher has at his door steps a wonderful laboratory in the form of the stores that serve his own community. American cities are very much alike, and if students have a clear conception of the retailing structure in their own city, they can understand the entire retailing picture in the United States.

Store Location, Structure, Layout and Equipment—
The importance of correct store location, structure, layout and equipment can hardly be overemphasized. When

"Emphasis on education for retailing is understandable."

the average student of retailing is first confronted with the problems of store location, layout, and equipment, he seems to be confused. There are so many different types of stores, so many possible locations, and such differences in structure and store fixtures that the subject seems too complex for him to grasp. A study of this phase of retailing will reveal, however, that there are certain principles that can be applied to almost all situations, and these principles are not hard to understand.

Store Divisions—Simply stated, the purpose of any retail store is that of buying consumer goods and selling them at a profit. To accomplish this purpose, most stores, regardless of size, are organized on the basis, usually, of four fairly distinct divisions; (1) merchandising, (2) sales promotion, (3) store operation, and (4) finance and control. In order to have a full comprehension of how a store is operated students must understand the function of these various divisions and their relationship to each other.

Merchandising—The various activities in a retail store revolve around the merchandising function; that is, the buying of goods and selling them to customers. The efficient performance of this function is basic to the success of the store. The merchandising division of a retail store usually is responsible not only for buying the stock and "waiting on" customers but also for determining the price of the goods to be sold, keeping an accurate record of stock on hand, analyzing and testing the composition and serviceability of merchandise, and predicting trends in consumer buying.

Sales Promotion—The duty of the persons employed in sales promotion is to attract customers into the store to buy the goods that the merchandising division has purchased and is equipped to sell. Bringing the customer and the goods together is done mainly through advertising and display. Student interest can be readily developed in this part of the retailing course. Students find intriguing the thought that they can actually prepare advertisements. They can learn and apply the technique of writing simple advertising copy and solve the mechanical problems involved in planning the physical form of the advertisement.

In teaching the subject of window display the teacher virtually has all the stores in his community as his laboratory. Students can be encouraged to observe display windows wherever they go and to analyze these windows from the standpoint of their effectiveness. School administrators are increasingly providing retailing teachers with window display space as a part of the retailing classroom equipment. Local merchants are usually willing to provide display fixtures and merchandise for students' use in arranging model displays.

Store Operation—This division of a retail store engages in the handling and moving of merchandise from

the time it is received at the store until it is placed in the salesroom, and from the time it is sold until it is delivered to the customers. The store operation division is responsible for the purchasing and storing of supplies and equipment other than merchandise for sale; and the employing, discharging, transferring, training, promoting, and keeping of records of all store employees with the exception of executive officers and their immediate assistants.

Store operation is concerned with the maintenance and appearance of the building; the protection of the physical property of the store and the employees; the safety of customers within the store; the adjustment of customer complaints; and the handling of employee and customer services, such as cafeterias and tearooms, branch post offices, parcel-checking rooms, employee health and recreational facilities, and parking space for employees and customer cars.

Finance and Control—The high school student who has been enrolled in a class in bookkeeping will comprehend more readily, perhaps, the record keeping that is necessary to the successful operation of a retail store. All students of retailing, however, should understand the importance of record keeping as well as the purpose served by the different kinds of records used in the efficiently operated store. In teaching this phase of retail store operation the instructor will not only try to bring about an understanding of the principal bookkeeping records required in a store, but he will also emphasize the value to the retailer of planning his business ahead, and point out the different ways in which the retailer can obtain money with which to operate his business.

The Retail Sales Process—An examination of the business structure of this country reveals that selling effort takes place all along the line from the producer or manufacturer, through the wholesaler to the retailer, who sells to the ultimate consumer. All through life the young person will be confronted with situations in which he should use effective salesmanship principles. He may be called on to sell merchandise, his services, or just ideas. The best kind of salesmanship is that based upon a knowledge of human nature.

Young people must be taught how to understand themselves and so how to understand other people, their likes and dislikes and motivations. It is to be hoped that high school administrators will increasingly include a course in salesmanship in their business curriculum and will see to it that this course is properly taught. If a high school does not provide a course in salesmanship but does offer a course in principles of retailing then the retailing teacher should adequately instruct students in the principles of retail selling.

(Continued on page 40)

Advertising—Objectives and Course Content

By HERBERT H. PALMER
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Wrong ideas concerning advertising should be replaced with those that are constructive.

The worst bottleneck of business in these days of highly efficient mass production of countless manufactured goods is selling. Except in time of war, when many businesses find themselves with only one customer, who takes all that they can produce and constantly calls for more, and those businesses left to serve the civilian market cannot begin to keep up with the demand, selling takes well over fifty cents of every dollar the consumer pays for goods and services. Year after year as production methods become more efficient, as new products make their advent and competition becomes more and more keen, the problem of distribution grows more acute.

The Place of Advertising

Advertising is one of several forms of help which the businessman has developed to aid him in his efforts to solve this problem of distribution and get his wares into the hands of those for whom they were produced. Originally only a minor aid to other forms of selling, it has in recent years become a major selling force which reaches and influences the lives of everyone. Along with its growing importance in business has also come an increasing realization of the importance of acquiring a better understanding of this selling force as a part of the preparation for business, and to that end courses in advertising have within recent years been introduced in an ever-growing number of our secondary schools and colleges. The purpose of this article is to suggest and briefly discuss some of the objectives toward which such courses in the secondary schools should, in the opinion of the writer, be directed.

Teaching Objectives

The first objective of a beginning course in advertising is so obvious that it may seem hardly necessary to mention it—to acquaint the student with the nature of his subject. Of course, everybody knows in a general way what advertising is. He meets it at every turn; it is a familiar part of his daily life; consciously he reacts to it and is influenced by it. But a systematic study will reveal much more than can be picked up from such casual daily contacts. To supply a background, it will take the student quickly through the steps in the development of

advertising from its earliest forms up to its present important place in the world of business. It will acquaint him with its various forms and with the purposes for which they may be used.

Advertising will show him the many different mediums through which it endeavors to reach the eyes or the ears of those for whom it is intended, and will explain to him the fact, often new and strange to the beginner, that there are well defined channels of trade through which any product passes before it reaches the consumer, and show him how advertising helps in keeping products flowing smoothly through these channels. Finally it will take him into the technical but fascinating steps in the actual production of the finished advertisement and show him what happens between the inception of an idea and the ultimate appearance of that idea in the form of a beautiful color page in his favorite magazine or a program on his radio.

As source material for all of these things and many more, a number of excellent books are available, some one of which the student will undoubtedly have as a basic text for his course. The instructor will, of course, plan, prescribe and supervise the student's work in the book, suggest and amplify where necessary, and help him over the rough spots as in any other course, but most of this basic material the student can acquire for himself by systematic study.

Advertising as Window Shopping

As a second objective it should be suggested that from the very start an attempt be made to vitalize the subject, to make it real and practical rather than merely theoretical and academic, by impressing upon the student that in his study of advertising he is being given a look into the show window of business as a whole. Business consists of the creation of goods and services that will satisfy human wants and needs and in making it possible for people to possess such goods or services at the time and the place where they are needed. It is through advertising that we learn what goods have been created for our comfort and satisfaction, what qualities they possess that will make them desirable, and where and how they can be obtained. We can compare the offerings of com-

"Through advertising we learn what goods have been created."

peting producers or distributors in any given line and then exercise our cherished right of making our own choice, or of not doing anything at all, or of refusing to become even interested.

Just as the consumer learns through advertising what is being offered in the retail stores, so does the retailer learn what goods are being manufactured and from what sources and through what trade channels he can stock his shelves and replenish them as necessary with the kinds and qualities of merchandise best adapted to his business. The manufacturer, in turn, depends in part on advertising in his selection of raw materials that go to make up his finished product. Even the producer of the raw materials must have tools and other capital goods with which to work, and here again advertising plays its part.

Thus in his study of advertising the student is being taken on a window-shopping tour not only of consumer goods that may be of importance to him in his own personal life, but of the whole vast field of business. He learns that the food he eats, the clothes he wears, the books he reads, did not just happen to be in some store when he wanted them, but that back of each is a long series of preparatory stages, each involving its own particular selling problems, and that at every stage advertising plays a part in making it possible for him to have the things he wants.

Advertising as Mass Selling

Another objective that needs consideration from the very start, on a young person's first approach to advertising, is that of combating certain misconceptions that the student may have picked up from one source or another. Chief among these is the belief, zealously fostered by some well-meaning but mistaken individuals and groups, that advertising adds to the cost of goods without adding to their value. It is, of course, true that the price paid for any article of merchandise includes the cost of advertising. But this does not mean that advertising has added to the cost of the goods. Actually it has lowered the cost. Advertising is mass selling, without which large-scale production would be impossible. Resulting economies in manufacturing and in selling are passed on to the consumer, not only in the form of lower prices, but in better quality, greater variety, higher wages, and a higher standard of living. If these benefits do not add to the value of the goods we buy, neither do the Federal, state and other taxes, the overhead expenses, the salesmen's commissions, the profits of manufacturer, wholesaler, and retailer, or the costs of transportation, all of which are included, along with an almost invisible charge for advertising, in the price of every article the consumer buys.

Critical Evaluation

Misconceptions sometimes encountered are that advertising is unnecessary and wasteful; that it is often, if not usually, misleading and untruthful; that unadvertised goods are generally better and less expensive than those that are advertised; and that advertising makes people extravagant and induces them to buy worthless products or to buy many things that they cannot properly afford. Space does not permit a discussion of such criticisms here, but they are adequately treated in the textbooks, as well as in articles appearing from time to time in *Printers' Ink*, *Advertising and Selling*, and other journals of the advertising industry. The teacher should recognize the fact that these wrong ideas exist, that there is some basis for them, but that they may have been magnified out of all proportion in the student's mind until he is unable to see that there is another side to the story. Certainly, in the first course in advertising, any misconceptions, partial truths, or antagonistic attitudes that may exist should be brought out into the light, analyzed, discussed, and clarified, and the mind opened to a fair and unprejudiced consideration of all sides of the matter.

The removal of wrong ideas from the student's mind naturally suggests the more constructive objective of replacing them with right ideas, or more properly, the encouragement of a critical attitude of mind which will enable him to distinguish for himself the good from the bad, and the important from the unimportant. Let him face the fact that there are some "commercials" on the radio that are repetitious, inane and silly, or lacking in any useful information, and that some advertisements he sees in print fall far short of measuring up to the highest standards of excellence. Encourage the student to compare with these disreputable members of the advertising family the vast number of advertisements that are factual, informative, and educational and that render the maximum of helpful service in enabling people to learn about things that make for comfort, happiness and better living.

From a wide reading of publication advertising and conscious attention to the commercial portions of the radio programs the student will soon find himself weighing and analyzing what he hears and reads, and learning to distinguish what is worth while and what can be disregarded as unimportant or undesirable. The more examples of current advertising he can be encouraged to read, the better. It will not be long before he will be bringing in specimens that he thinks are particularly good, and now and then one that he will emphatically condemn. Thus the development of his sense of balance, of his ability to see both sides of the story, and of the soundness of his critical judgments will be both marked and gratifying. Sooner or later he will inevitably acquire a new respect for advertising as a creator of utility for society.

"The worst bottleneck in business today is in selling."

as a whole, and at least some understanding of what it can and what it cannot be expected to do for any particular business in which, through family connections, he may be interested or toward which he is shaping his training while still in school.

Opportunities in Advertising

A beginning course may be a little early for any detailed attention to the vocational possibilities of the advertising business, but there are likely to be a few in almost any class who would like to get some idea of what the field has to offer. This phase of the subject should be brought out to some extent in the latter part of the course in connection with the study of the administrative side of advertising, and the student can be encouraged to investigate it further through reading books that may be available in his school or public library. At least a general knowledge of the kinds of work available in advertising may be of value in guiding the student in his selection of more advanced courses, or even in some instances in determining what college he should enter. If he lives in or near a city, he may be able to get much useful information of a vocational nature through interviews with men and women engaged in one form or another of advertising work in advertising agencies, radio stations, manufacturing establishments, department stores, newspapers, printing and photo-engraving establishments, or elsewhere. Occasionally such contacts lead to part-time jobs through which the student can get actual experience while still in school. Where this is possible it should be encouraged, and one objective of the beginning course might well be to help and guide any student for whom such contacts might seem desirable.

Vitalizing Instruction

In general, it seems that the aim of the teacher throughout an elementary course in advertising should be something more than to assign lessons in a book and hear recitations on them as a means of making sure that they have been studied and at least to some extent absorbed. In a subject that is so much a part of the daily life of every member of the class, that has an important role in the whole drama of business; a subject that is constantly changing, never static, and about which so much still remains to be discovered, there is a wonderful opportunity to stimulate independent thinking and discussion rather than merely conducting the conventional "recitation." A good textbook will supply the necessary principles while current advertising in all its varied forms furnishes a wealth of laboratory material for analysis and criticism. The active minds of the students through guidance, suggestion, and the force of enthusiastic example can be inspired to do some genuinely independent thinking, and every class period can become a

challenging and exciting adventure for student and teacher alike.

Advertising

Suggested Outline for a Course in Advertising in the Secondary Schools:

The place of advertising in the American economy

What advertising is

History and development of advertising

Earliest forms

Important factors in its development

Present importance as measured by:

Annual expenditures

Widespread study and research in advertising

Extent to which it reaches and influences the public

Advertising as an aid to distribution

How it benefits

—the manufacturer

—the wholesaler

—the retailer

—service businesses and institutions

—non-profit organizations and miscellaneous

Advertising as an aid to the buyer

How it benefits

—the producer

—the middleman

—the consumer

—the standard of living, society as a whole

Types of advertising and their specific purposes

Advertising directed towards producing action

National

Primary functions

Securing and helping dealers

Increasing consumer acceptance and consumer demand

Creating insurance for the business

Creating and maintaining confidence in quality

Lessening seasonal fluctuations

Keeping customers satisfied

Helping an entire industry

Secondary functions

Providing information for salesmen and dealers

Strengthening morale and enthusiasm of salesmen, executives, factory workers, and others

Attracting better employees

Local or "point-of-sale"

To attract customers to the store

As a guide in buying

Institutional or good will advertising

Building consumer acceptance through appeal to reason

General publicity or reminder advertising

Retail institutional advertising

How advertising is prepared

The copy

Selection of the appeal

Writing the copy

Requirements of good copy

Gradations in tone and style

Basic forms: narration, description, exposition

Copy for radio

Headlines

Trade-marks

Selling aspects, legal aspects, and slogans

The display

Types of illustrations

Preparing illustrations for printing

Halftones, zinc etchings, plates for printing in color,
other methods, and electrotypes, mats and stereotypes

Typography and printing

Styles and characteristics of type faces

Selection of type faces for advertising

Printing processes

Color

Theory of color

Reasons for using in advertising

Layout

Definition and uses of a layout

Principles of layout construction

Mediums that may be used in advertising

Newspapers, magazines, direct advertising, radio advertising,
outdoor advertising, retail store and window display adver-
tising, and miscellaneous mediums

The operating side of advertising

The work of the advertising agency

Relation between agency, client and publisher

Services of advertising agencies

Analysis of product and of market

Planning the advertising effort

Writing the copy

Preparation of artwork

Handling and supervising mechanical phases of production

Selecting mediums and buying space

Checking and testing

(Continued on page 43)

Salesmanship—Objectives and Course Content

Many sales jobs require technical knowledge and retail experience.

By PAUL E. SMITH
The Halle Bros. Company
Cleveland, Ohio
Formerly, Supervisor of Distributive Education
Cleveland Public Schools

The major emphasis in a high school course in salesmanship must be on the retail field. Even in the general salesmanship courses offered throughout the country, the content is largely centered in the development of proper retail selling techniques. The following points might be considered to be the major reasons why this is true:

1. Practically all high school graduates who enter the selling field do so in some type of retail store.

2. It is next to impossible for an 18 year old high school graduate to get a selling job in any but a retail store. This makes it necessary for several years to elapse before he is able to mature in years and in experience, in order that he can qualify for an outside sales position.

3. The variety of outside sales positions makes it difficult to train people because of the many variations in the jobs.

4. Outside salesmen are usually given specialized instruction by their own companies. In the retail field, this is usually done only by the larger stores.

5. Many of the sales jobs, other than in a retail store, require a technical knowledge and retail experience while many of them in addition require a college education.

Because of these reasons many teachers of salesmanship classes, particularly on the high school level, maintain that emphasis should be placed on retailing. Granting that this view has merit, then, what are the specific objectives that should be assigned to such a retailing course?

Objectives

1. To present selling as a career.
2. To stimulate a desire to learn how to sell in a professional manner.
3. To develop the idea that a good salesman satisfies the needs of the customer.
4. To develop pride in doing a good job, whether in selling or in any other work.
5. To develop in the high school student the idea that he has certain rights and privileges, only as long as he respects those of the employer and fellow employees.
6. To develop the general economic knowledge of the student in order that he may become a better citizen.
7. To explain all the phases of the retail business so that the student will see how he fits into the total picture.
8. To present the principles of selling so that he may become an expert salesman.
9. To develop a general knowledge of the whole field of selling, with particular emphasis on retail selling.
10. To encourage each student to examine his own personality and suggest methods of correcting it.
11. To provide suggestions in how to sell oneself as well as articles of merchandise.
12. To develop proper employer-employee relations.

"The major emphasis in high school salesmanship must be on the retail field."

Content of Course

- I. Selling as a Career
 - A. Advantages
 - B. Disadvantages
- II. Types of Salesmen
 - A. Industrial
 - B. Specialty or "one shot"
 - C. Salesman of intangibles
 - D. Wholesale
 - E. Retail
- III. Qualities of a Successful Salesman
 - A. Cleanliness
 - B. Appearance
 - C. Personality qualifications
 - D. Health
 - E. Family responsibilities
- IV. Getting and Holding a Job
 - A. Choosing an employer
 - B. The interview
 - C. The application blank
 - D. Post-operative analysis
- V. Working with Other People
 - A. Importance of developing a good personality
 - B. Methods of building a good personality
 - C. Personalities of fellow employees
- D. Methods of working with each of the above types of people
- E. Personalities of supervisors
- VI. The First Day on the Job
 - A. Meeting fellow associates
 - B. Store rules and regulations
 - C. The first customer
 - D. Developing friends with employees and customers
 - E. What to do when there is nothing to do
 - F. Social conversation during working hours
- VII. Principles of Selling
 - A. Introduction to the customer
 - B. Consumer movement
 - C. Customer types
 - D. Securing merchandise information
 - E. Merchandise information all salesmen should have
 - F. Customer approach
 - G. The sales presentation
 - H. Objections and excuses
 - I. Suggestive selling
 - J. Closing the sale—importance
- VIII. Mistakes of New Salesmen
 - A. Fear
 - (a) Methods of overcoming fear
- B. Self-consciousness
- C. Too much conceit
- D. Lack of planning the day's work
- E. Many try to sell entertainment, not the product
- F. Many try to emulate other salesmen, whose methods may not work for everyone
- G. Many make errors in their relations with fellow employees
- H. Salespeople frequently handle merchandise and equipment in a careless manner.
- I. Unwillingness to work for a period of time to develop repeat orders.
- IX. Make a Career of Selling
 - A. Develop a clientele
 - B. Attend trade association meetings
 - C. Continue with education, if necessary, at night
 - D. Study printed material by various companies
 - E. Grow from within; develop yourself
 - F. Become conscious of the point of view of management
 - G. Learn how to handle people

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ESTA ROSS STUART

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Richert

(Continued from page 33)

In every course in retailing the teacher should strive to inculcate in his students a marked appreciation for and a desire to obtain a full knowledge of the merchandise he is called on to sell. A knowledge of merchandise adds greatly to the effectiveness, enthusiasm and pleasure of the salesperson. Such a knowledge is part of the professional background of the successful salesperson. If in the business curriculum separate provision is made for a course in merchandise information the retailing teacher need not devote much time to providing this information. If separate provision is not made, then sufficient time should be set aside in the retailing course to emphasize the value of product knowledge and to provide practice in acquiring it.

The increasing interest in and growth of retailing courses in secondary schools and colleges is evidence of the realization on the part of businessmen and educators that retailing is becoming more and more a profession.

Increased professional training for occupations in retailing should help to improve retailing practices and to increase the efficiency of the American distributive system. The role of the retailing teacher in high school and college is a very important one.

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Bookkeeping

(Continued from page 13)

trips need to be made. Business men should be invited to come out to the school to talk to the bookkeeping students. Students should have opportunities to help in planning exhibits.

It is clear from the points made by Professor Carlson that there are many methods, techniques, and devices for keeping the bookkeeping course up-to-date. Of course, there is only one way to maintain a functioning bookkeeping course, and that is to keep it up-to-date. These suggestions should prove helpful to those teachers who are looking for ways and means for bringing about improvement in their courses. Surely, most teachers are looking for new ideas for upgrading the level of improvement in their courses.

General Clerical

(Continued from page 16)

Clerical training involves a background in business arithmetic; a survey course in office machines; a basic training in filing; practice in sorting; counting; recording on records such as deposit slips, bills, statements and shipping forms.

The specialists—stenographers, typists, bookkeepers, file clerks, machine operators—also need clerical training. Every office worker needs a course in clerical practice. It is at this point that the confusion exists. It is our hope that this statement will help in some small way to clarify the issue.

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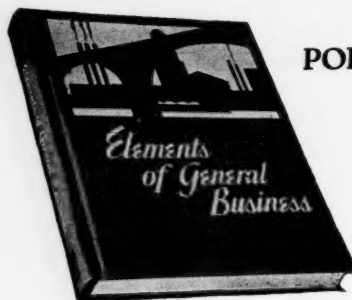
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Office Standards

(Continued from page 8)

5. The business training specializations at Broadway-Edison Technical School have been increased in number and improved in content; advisory committees partly manned by NOMA members have been established to assist in this revision and expansion.

6. As a result of the report's emphasis on the need for guidance of more and better students into the high school commercial departments, the superintendents initiated an informative program which brought more pupils to business skill-training subjects.

7. The Committee's recommendation that a work-experience program be developed for office trainees is now in operation on an experimental basis under the guidance of a full-time coordinator.

8. The recommendation that arithmetic be required of all high school pupils was recognized as follows: This year all high school juniors were given the Stanford Achievement Test—Advanced Arithmetic Form Dm as a basis for guidance of all those making less than a minimum score into a remedial arithmetic course during the senior year.

In addition to guiding its recommendations to the status of accomplishments, the Education Committee has steadily maintained its policy of acting as the connecting link between business and the schools. For instance, the findings of the survey and the recommendations growing out of it were communicated to the public in a radio round table discussion which emphasized the vocational opportunities afforded by business training.

NOMA's Seattle Education Committee members state that they believe that the foundations have been laid for a permanent working relationship between business and education that will be truly productive.

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See pages 12 and 19

Typewriting

(Continued from page 12)

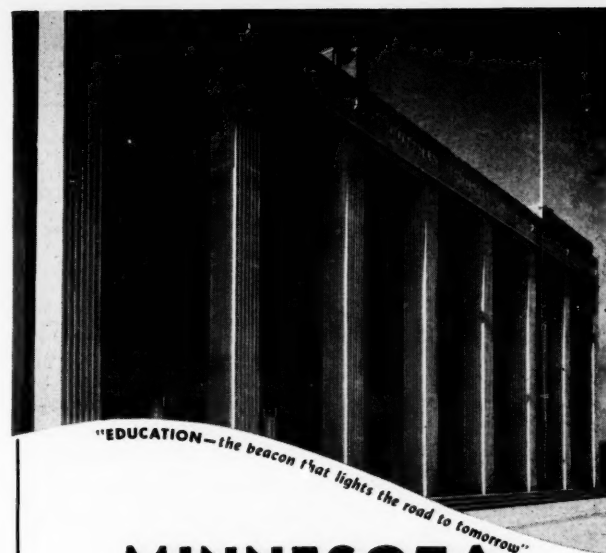
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Palmer

(Continued from page 37)

- Advertising campaigns
 - What campaigns are
 - Planning and carrying out the campaign
 - Merchandising the campaign to salesmen, dealers and others
- Checking on the results of advertising
 - Various methods of testing
 - Before publication
 - After publication
- Working with the dealer
- Truth in Advertising
 - Importance of having advertising believed
 - Objectionable practices of the past and the present
 - Agencies working for improvement
 - Legal restrictions, private organizations, attitude of publishers, the Consumer Movement, and increasing understanding of importance of truthfulness
- Opportunities in the field of advertising
 - Business and industrial organizations, advertising agencies, newspaper and magazines, radio, and other



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Table of Contents

- | | |
|--|--|
| 1. Letters 1-100 — Vocabulary comprises the 500 most frequently used words, together with occasional less common words. | 4. Letters 226-250—For testing and reviewing Section 3. |
| 2. Letters 101-125—For testing and reviewing Section I. | 5. Letters 251-350 — Vocabulary comprises the 2000 most frequently used words, together with occasional less common words. |
| 3. Letters 126-225 — Vocabulary comprises the 1000 most frequently used words, together with occasional less common words. | 6. Articles 1-50—General, non-technical vocabulary. |

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Ernest

(Continued from page 28)

Radio, however, has proven itself as a powerful organ for shaping minds and offers a rich future when the ways and means of more effective use in the classroom are worked out.

The panel discussion is an excellent method by which to provide an interchange of factual information and different points of view. It is generally based upon a certain amount of experience and learning, already received by the participants. Panels are interesting and entertaining and lend spice to the training program, provided they are not used too much. When panels are used the class or audience should be encouraged to take notes, and then be given the chance to enter into the discussion at a later point and converse with panel members.

Showing Methods

It seems inconceivable that any instructor should fail to consider at least one of the showing methods of instruction. The eye can pick up information much faster than can the ear. Complicated things can be easily simplified by the use of the visual methods of teaching.

The blackboard stands first and foremost as the most effective visual teaching too. It is especially suitable when:

1. You want to list the major points in your presentation.
2. You want to list the principal steps in an operation.
3. You find it necessary to define new terms to members.
4. You want to keep important rules and statements before the group while talking about them.
5. You want to get an assignment over to the class and be certain they understand it.
6. You want to illustrate an object, draw a map, chart, or graph.
7. You want to demonstrate the correct way of doing a problem.

Good technique in using the blackboard is just as essential to the instructor as his other techniques of teaching:

1. The instructor should make sure that the blackboard is ready for use.
2. All charts, tables, or other detailed illustrations should be put on the blackboard before the meeting starts if possible.
3. The instructor should write legibly.
4. When a great deal of material is to be placed on the blackboard, it is helpful to divide it into equal areas with chalk, making small division marks along the top of the board. This insures against using up all the space before all necessary material is placed on the blackboard.
5. The instructor should avoid standing directly in front of the blackboard and blocking the view.
6. The instructor should talk to the class members, not to the blackboard.

Salesmanship is a "natural" for the demonstration method of teaching. The demonstrations may be presented either by the instructor, by the class members, or by both. The sales presentation, if properly used, is an effective device towards enabling the learner to organize materials and ideas and to communicate those ideas to others. It helps build self-confidence. In the writer's experience, it has been found best to limit these presentations to approximately five minutes. Generally the learner is requested to select a well-known article,

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9. Making corrections
10. Fixed dictation
11. Standards
12. Office-style dictation

sold in the local stores, and to prepare a complete sales presentation, built around this product, and consisting of a 10-second "attention-getter" or "door-crasher," a three-minute sales demonstration and talk, and a 60-second close. The learner is judged by his ability to stick to the rules, by his originality, and the effectiveness with which he puts over his sales points. This procedure becomes more meaningful and interesting for the class member after his third or fourth appearance, when he begins to "get the feel" of the technique of successful selling, and when he begins to acquire that self-confidence so vitally needed by every salesman.

The blackboard has already been suggested as a useful means for showing charts, tables, and drawings to the group. However, many instructors find it advisable to construct such visual aids on large sheets of cardboard. In this form, they may be used over and over again, and have the added advantage of being easy to move from place to place. In presenting material through the use of charts, graphs, and other illustrations it is important to remember:

1. To introduce your material at the proper place in the lesson, and when the group will gain the most from seeing it.
2. To explain and discuss each chart, graph, and drawing so that the group will understand them, and can readily see their relation to the subject.
3. To afford a clear view of such visual material to all class members. Avoid standing in front of material during presentation.
4. To introduce only enough material to get the job done. Too much material will only confuse, while a few well-chosen ex-

amples will "drive home" the facts forcibly and dramatically.

5. To introduce actual objects, whenever possible, to supplement the other visual materials. Objects that can be passed around the class are particularly helpful.

Motion pictures and slide films have the advantage of arousing interest and holding attention and can be used to illustrate an almost unlimited scope of material. Many of the techniques mentioned for charts, tables, graphs, and pictures apply to the showing of films. No film should be shown to your group until you have had the chance to preview it for the purpose of determining its use and value in your instruction. Only films that have a direct bearing upon the material in the training program should be used. The film should be explained briefly before being shown to the group. It should be discussed with the group after being shown to make certain that the class members understood the salient points. If necessary, it should be shown again.

Thinking Methods

As teachers, we reach the highest state of teaching ability when we teach our learners how to think effectively. Business is demanding young people who have a sound grasp of the fundamentals of mathematics, English, and speech. They want young people who can discern a pattern of relationships, who can analyze a problem, and who can find the facts, combine them in a logical way, and thus reach a solution, or decision.

Potter

(Continued from page 9)

Bulletin Board Display

Remember the bulletin board display suggested by Miss Muriel Van Orden in a previous issue? Did you ever try it? Along with a number of others, Mrs. Perry D. Smith of the Jamesburg High School in Jamesburg, N. J. did. Here's what her letter said.

"We used your suggestion at Jamesburg High School, and thought you would be interested in knowing about it.

"I dictated to my Stenography II class the nineteen sections under "Transcription is an Art." They were transcribed on white paper and torn into different shapes to represent clouds. The result is enclosed in a picture for you to see."

The picture enclosed was an excellent one taken indoors of the classroom bulletin board Mrs. Smith's students developed. The letter, by the way, was written in NOMA's simplified form.

Thanks, Mrs. Smith, and we hope to hear from others of you about the things you are doing in your shorthand classes.

Materials and methods for teaching shorthand will be featured in the next (October) issue of *UBEA Forum*.

REVISED COMPREHENSIVE PROPOSITIONS IN ACCOUNTING

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BUSINESS TEXT-BOOK PUBLISHERS, INC.
225 Broadway New York 7, N. Y.

The conference discussion, panel, and directed discussion are methods of teaching which are designed to accomplish these things. The use of devices such as mechanical problems, case problems, and situations, if properly used, all serve to get individuals to think.

The conference procedure differs from the other types of discussion in that the instructor acts as the leader to try to get the group to think out the best possible solution to problems with which all members are concerned. The leader of the conference does not necessarily have all the answers to the problems presented to the conference group. He is just one of the group, trying to work with them and guide them in their thinking. The typical conference follows the seven steps outlined below in solving a problem:

1. Statement of the problem
2. Definition of the problem
3. Getting the facts
4. Weighing the facts and formulating opinions
5. Reaching a conclusion of some sort
6. Developing a plan of action
7. Acting upon the plan

The problems that will be discussed may be planning problems, they may be difficult situations that have arisen in the stores, or with the handling of customers. Regardless of the type of problem, the conference procedure must be handled skillfully. The instructor must be able to guide group thinking without throwing himself into the scene so much that the group feels that they are being managed.

Panels and directed discussions also make wide use of thought-provoking questions and problems to get the class members to do a little original thinking. His questioning must be logical and meaningful. The handling must be rapid and facile, without the class members being conscious of any manipulations.

Many parts of our cooperative retailing course are naturally adapted to the use of mechanical or arithmetical problems. Sections on pricing, buying, merchandise control, discounts and datings, offer a fertile field, indeed, for the use of typical short problems. Where textbooks fail to furnish these devices, the instructor can take advantage of experience, and duplicate problems. Case problems are useful in both the cooperative retailing course and the salesmanship course. The typical case-problem states the situation, asks members to define the problem, and then asks "what would you do?" It is an excellent teaching device for enabling learners to acquire practice in thinking things out. In sales courses, these problem situations can be based upon the personality traits, upon customer behavior, and upon the appropriate sales techniques for handling the customer. Practically all of the information or material that the instructor wishes to get across can be embodied in a case problem if enough planning and preparation are given to the job.

The choice of any one or more of these general teaching methods lies with the particular instructor. Of course, the more that the instructor can vary his instruction by using the different methods, the more interesting and successful the course, providing the instructor uses them properly.

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427 pages \$4.00

THE RONALD PRESS COMPANY
15 East 26th St., New York 10

Wingate

(Continued from page 31)

Elementary Textiles

Text: **Wingate, Isabel** "Textile Fabrics and Laboratory Swatch Book—Part I" (Prentice Hall, Inc.)

1. Importance of fiber, yarn, weave, and finishing processes to the fabric.
 - a. Samples of fabrics with discussion of appearance and uses
2. Cotton
 - a. Processes in making a cotton yarn
 - b. Breaking and tearing, oil and ink tests
3. Film on cotton, acid and alkali tests
4. Linen
 - a. Processes
 - b. Characteristics of linen compared with cotton
 - c. Tests
 - d. Film on linen
5. Silk
 - a. Processes
 - b. Characteristics
 - c. Tests
 - d. Film on silk
6. Wool
 - a. Processes
 - b. Characteristics
 - c. Tests
 - d. Film on wool
7. Rayon
 - a. Three main processes of making with exhibits
 - b. Burning test
8. Rayon
 - a. Film on Rayon
 - b. Acetone and Iron Experiments
9. Review and Test
10. Basic Weaves
11. Fancy Weaves
 - a. Pile weave, ways of making
 - b. Leno, dobby, jacquard

Apparel Accessories

Text: **Wingate, Addison and Gillespie** "Know Your Merchandise" (Harper Bros.)

1. Furs
 - a. Handling of peltries
 - b. Parts of peltries and qualities
 - c. Climatic and regional differences
2. Furs
3. Furs
 - a. Making fur garments
 - a. Dressing and dyeing of furs
 - b. Processes affecting quality of garments
 - c. Style factors
4. Furs
 - a. Most commonly used furs
 - b. Characteristics, durability, etc.
 - c. Samples shown in class for discussion and recognition
5. Review and Test
6. Leather
 - a. Sources
 - b. Qualities
 - c. Uses
7. Leather
 - a. Tanning and finishing processes
8. Leather
 - a. Common leathers and characteristics, samples shown in class
9. Leather—shoes
 - a. Construction and fit
10. Leather
 - a. Gloves
 - b. Bags
 - c. Luggage
11. Jewelry
 - a. Sources and characteristics of precious stones
12. Jewelry
 - a. Semi-precious stones and synthetic stones

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Homefurnishings Accessories

Text: Wingate, Gillespie and Addison "Know Your Merchandise" (Harper Bros.)

1. Introduction
 - a. Scope and importance
 - b. Discussion of the materials studied
2. Enamelware
 - a. History: Materials and methods of manufacture
 - b. Types and characteristics
 - c. Methods of merchandising and selling
 1. Factors affecting price
 2. General rules for care
3. Aluminumware
 - a. History: Materials and methods of manufacture
 - b. Types and characteristics
 1. Sheet
 2. Cast
 - c. Methods of merchandising and selling
4. Ironware
 - a. History: Materials and methods of manufacture
 - b. Types and characteristics
 1. Sheet steel
 2. Cast ironware
 - c. Methods of merchandising and selling
 1. Factors affecting price
 2. General rules for care
5. Stainless Steel
 - a. History: Materials and methods of manufacture
 - b. Characteristics: Methods of merchandising and selling
 1. Factors affecting price
 2. General rules for care
6. Cutlery
 - a. History: Materials and methods of manufacture
 - b. Types and characteristics
 1. Stamped
 2. Forged
 - c. Methods of merchandising and selling
 1. Factors affecting price
 2. General rules for care
7. Silverware
 - a. History: Materials and methods of manufacture
 - b. Types and characteristics
 1. Sterling
 2. Plated
 3. Coin
 - c. Methods of merchandising and selling
 1. Factors affecting price
 2. Elements of style
 3. General rules for care
8. Dinnerware
 - a. History: Materials and methods of manufacture
 - b. Types and characteristics
 1. Chinaware
 2. Earthenware
 - c. Methods of merchandising and selling
 1. Factors affecting price
 2. Elements of style
 3. General rules for care
9. Glassware
 - a. History: Materials and methods of manufacture
 - b. Types and characteristics
 1. Lime
 2. Lead
 3. Heat Resistant
 - c. Methods of merchandising and selling
 1. Factors affecting price
 2. Elements of style
 3. General rules for care
10. Small and Major Appliances
 - a. Types
 - b. Importance of nationally known brands
 - c. Factors affecting price
 - d. Selling appliances
 - e. General rules for care

11. Linoleum

- a. History: Materials and methods of manufacture
- b. Types and characteristics
 1. Battleship
 2. Plain
 3. Jaspe
 4. Marbelle
 5. Monabelle
 6. Embossed inlaid
 7. Straight line inlaid
 8. Printed
- c. Methods of merchandising and selling
 1. Factors affecting price
 2. Elements of style
 3. General rules for care

12. Paper

- a. History: Materials and methods of manufacture
- b. Types and characteristics
- c. Methods of merchandising and selling
 1. Factors affecting price

13. Rubber

- a. History: Materials and methods of manufacture
- b. Types and characteristics
 1. Natural
 2. Synthetic
- c. Methods of merchandising and selling
 1. Factors affecting price
 2. General rule for care

14. Furniture

- a. History: Materials and methods of manufacture
- b. Types and characteristics
 1. Case goods
 2. Upholstered
- c. Methods of merchandising and selling
 1. Factors affecting price
 2. Elements of style
 3. General rules for care

15. Plastics

- a. History: Materials and methods of manufacture
- b. Types and characteristics
 1. Thermoplastic
 2. Thermosetting
- c. Methods of merchandising and selling
 1. Factors affecting price
 2. General rules for care

Fashion in Retailing

Text: Chambers, Bernice "Color and Design in Apparel" and "Fashion Fundamentals" (Prentice-Hall, Inc.)

Term Report: Individual selection of topic pertaining to fashion

1. What are the opportunities in the Fashion Field?
 - a. Fashion designers
 - b. Fashion coordinator
 - c. Fashion services
 - d. Fashion reporters
 - e. Buyers of fashion merchandise
2. Fashion Terminology, with examples
 - a. Style
 - b. High fashion
 - c. Fashion cycle
 - d. Fashion trend
 - e. Fads
 - f. Classic fashion
3. Development of modern fashion field
 - a. How Paris became the fashion center of the world
 - b. Early French couturiers
 - c. Modern French couturiers
4. Paris Fashions
 - a. Organization of the French couture
 - b. Attending Paris openings
 - c. Methods employed by Paris couturiers
5. England and America
 - a. English designers
 - b. American custom designers

(Continued on page 50)

Small Business Aids

(Continued from page 26)

of *Your Position as a Drug Clerk*, prepared for McKesson & Robbins, Inc., by Theodore N. Beckman and Edward E. Garrison, 1946. Published by McKesson & Robbins, Inc., New York, N. Y.

Planning Drug Store Operation, Inquiry Reference Service, February, 1946.

A Business Career in the Drug Field. Reprint from *Domestic Commerce*.

Hardware Stores

No. 9. Is Hardware Retailing a Lost Art?

No. 23. Sales Training for Hardware Employees.

No. 37. Aim to Sell Teen-Agers. (Reprint of "Aim to Sell Teen-Agers," by Leslie Lincoln, *Hardware Retailer*, September, 1946, National Retail Hardware Association, Indianapolis, Ind.)

No. 57. Buying for a Village Hardware Store.

No. 144. Main Sales Floor Becomes a Window Display in a Retail Hardware Store (Case Study).

No. 207. Modern Lighting for Hardware Retailers.

Establishing and Operating a Hardware Store, Industrial (Small Business) Series No. 31, 1946, 35c.

Electrical Appliance Stores

No. 34. Take the Trade-In—But Don't Take a Shellacking.

No. 36. Appliance Delivery and Service.

No. 71. Training Electrical Appliance Salesmen. (Condensed from "Training Salesmen . . . the Hard Way," by A. B. Windham, *Electrical Merchandising*, October 1, 1946, McGraw-Hill Publishing Company, Inc., New York, N. Y.)

No. 80. High Dealership Mortality May Result from Over-Expanded Appliance Market.

No. 87. Successful Electrical Appliance Window Displays. (Condensed from "Real Appliance Displays," *Radio and Television Retailing*, Caldwell-Clements, Inc., New York, N. Y.)

No. 321. Tips for the Retail Appliance Dealer.

No. 366. Personalized Service Profitable for Small Appliance Dealer.

No. 387. Profit-Making Service Department in Electrical Appliance and Radio Shops. (Condensed from "Profit-Making Service Department," *Electrical Dealer*, September, 1946, Electrical Publications, Inc., Chicago, Illinois.)

Establishing and Operating an Electrical Appliance and Radio Shop, Industrial (Small Business) Series No. 28, March, 1946, 35c.

The "Small Business Aids" are prepared by the Office of Small Business, U. S. Department of Commerce. These aids and the other references listed are obtainable from the field offices of the Department.

Next month's "Small Business Aids" column will contain references on the operation of department stores and clothing stores.



Fullerton Junior College Outlines Program

The Fullerton Junior College Sales Club (Chapter of FBLA) sponsors a full program of activities for its members. The calendar of meetings for the current year appears below.

Oct. 11, 1947—Dance sponsored for Fullerton and Riverside Junior Colleges.

Oct. 16, 1947—Business meeting.

Oct. 29, 1947—Hay ride and winnie bake.

Nov. 12, 1947—Business meeting and lecture by Mr. Merrierson on "Training of The National Cash Register, and What It Has to Offer a Man Who is Establishing His Own Business."

Nov. 26, 1947—Thanksgiving party.

Dec. 3, 1947—Business meeting. Loyd Riuteel will speak on "Personality."

Dec. 17, 1947—Christmas Party.

Jan. 7, 1948—Business meeting. Benard Harris will speak on "Pre-approach or Greeting a Customer."

Jan. 21, 1948—Party time.

Feb. 4, 1948—Business meeting. Paul Prason will speak on "Educational Background Necessary for a Successful Career."

Feb. 18, 1948—Party time.

Mar. 3, 1948—Business meeting. Boyd Gibbons will speak on "Demonstrations and Knowing the Product."

Mar. 10, 1948—Style Show.

Apr. 7, 1947—Party Time.

Mar. 17, 1948—Business meeting. Speaker on "Satisfaction of the Sale, and Building Goodwill."



Dorothy Ehlers, president; Delores Koch; Florence Becher, FBLA chairman; Norma Miller, credentials chairman; Dolores Bartels; and Joyce Haase are examining the awards chart of the Columbus Chapter of FBLA.

Columbus Grants Awards

One of the interesting projects of the Columbus (Nebraska) FBLA Chapter is that of maintaining a chart which shows the awards granted to the seniors enrolled in the business department. The chart is patterned from the FBLA emblem.

The governing body of the Chapter is an executive board which consists of nine members. This board meets weekly and the regular club meets once each month. Every member of the group serves on at least one committee which meets twice a month. Each committee has a definite job to accomplish which gives each member an active part in the organization.

At the monthly meetings local business men are invited to speak, films are projected, or a tour is made to a local business establishment. These meetings contribute to a closer relationship with the business world which classroom activities cannot offer. To raise money for projects the group sells greeting cards and programs and operates a refreshment stand at district track meets. Members also assist with charitable projects of the community.

The Chapter has also participated in the March of Dimes Campaign and sponsored a game night for the students at Fullerton Junior College. Jacob H. Martin is sponsor of the group. John J. Heyden is president.

Decatur Chapter Studies Personal Traits

BY JANET OLMSTEAD

The Future Business Leaders of America members of the Decatur High School (Illinois) Chapter has as one of its projects a series of field trips to business establishments in the community. The first trip was made to the A. E. Staley Manufacturing Company. The personnel manager, Mr. Hurley, served as a guide and escorted the group through the entire Administration Building.

At one of the special meetings of the Chapter, Mr. Folley and Mrs. Johnson of the Merle Norman Beauty Salon gave a demonstration and talk on the application of make-up for the career girl. A member of the group, Marilyn Schroder, was chosen for the demonstration.

At another meeting Mrs. Brumaster, assistant chief operator of the Bell Telephone Company's local office spoke on telephone manners and explained the digets of the telephone so that they can be easily understood by everyone. Telephone operators are taught to pronounce the digets as follows: wun, too, th-ree, fo-wei, fi-yiv, siks, sev-ven, ate ni-yen, and oh for zero.

Members of Decatur Chapter of FBLA leaving Administration Building of A. E. Staley Manufacturing Company. First row—Verna Roper; second row—Shirley Shaw, Beverly Shaw, Janet Olmstead, and Mary Lou Braden; third row—Lorene Schultz, Eileen Lika, Patsy Cox, and Margie Best; fourth row—Joan Bacon, Mary Davies, Norma Ford, Sarah Heil, Peggy Mitchell; fifth row—Marilyn Schroeder, Thelma Frazer, and Miss Mabel Schneider.



National Business Entrance Test

(Continued from page 23)

among employers and business teachers conducted by the Joint Committee. All of the tests have been included in the program previously except the one for the general clerical worker and file clerk. Previously, that test was limited to a file clerk.

The general clerical test is designed to test skills necessary for successful work as a general office clerk who is called upon to do a number of different jobs. The test includes sections on checking names, checking numbers, classification and rough sorting, indexing, filing, and forms. It is expected that this test will be particularly popular in secondary and business schools.

All of the tests this year were prepared by experts in the various fields and have been evaluated by committees of employers and business teachers.

Any school or group of schools wishing to participate in the testing program may do so. The Joint Committee urges close cooperation with the local chapters of the National Office Management Association where such chapters exist. Each Noma chapter has an educational committee and a member designated to cooperate with schools and colleges, not only in the promotion and giving of the National Business Entrance Tests, but also in cooperating generally with educational institutions. Complete information regarding the testing program may be obtained from Dr. J. Frank Dame, Staff Education Director of the National Office Management Association, 12 E. Cheltenham Avenue, Philadelphia 44, Pennsylvania.

Members of the Joint Committee on Tests are: McKee Fisk, Fresno State College, Fresno, California; *chairman*; Theodore Thompson, National Broadcasting Company, New York City; William M. Polishook, Temple University, Philadelphia, *secretary*; and Hollis P. Guy, United Business Education Association, Washington, D. C. J. Frank Dame, National Office Management Association, Philadelphia, and Harold E. Cowan, Dedham High School, Dedham, Massachusetts, are ex-officio members of the Committee.

Important Developments

(Continued from page 26)

general publications and services of the Association.

Section 2. Professional Members: The dues for professional membership shall be \$6.00 annually and shall include regular membership. This entitles the member to all services of the UBEA and to membership and service of all divisions and foundations of UBEA.

Section 3. Associate Members: Associate memberships shall apply to members of groups other than teacher organizations to be selected and dues determined by the Executive Board.

Section 4. Honorary Members: Honorary members shall be selected by the Executive Board. There shall be no dues for these members.

Section 5. Student Members: The dues for student members shall be one-half of the dues of the regular and professional membership, and shall apply only to full-time students of the academic year who shall be certified by the institution they attend.

Section 6. Life Members: The dues for life members shall be fifty dollars for regular membership and one hundred dollars for professional membership. This entitles members to all rights and privileges of their classification.

Section 7. Voting privileges are extended to regular members only.

Other Items on the Agenda

During the nine-hour session of the Council, members present heard reports from the president, treasurer, and executive secretary. Each of the UBEA activities was thoroughly discussed and the officers were authorized to proceed with recommendations agreed upon at the meeting. The group voted to combine the "General Clerical" and "Office Machines" sections of the *UBEA Forum* beginning with the October issue. A section on "Modern Teaching Aids" will be inaugurated.

All UBEA districts were represented at the Atlantic City meeting. Members present were: District I—Paul S. Lomax and Vern Frisch; District II—Bert Card, Foster W. Loso, and S. Gordon Rudy; District III—Gladys Johnson and Parker Liles;

District IV—Albert Fries, Gladys Bahr, and Vernal Carmichael; District V—Mary Bell and Cecil Puckett; and District VI—Clara Voyer. Hamden L. Forkner presided over the Council session.

Wingate

(Continued from page 48)

- c. Manufacturers designers
- d. Retail store designers
- e. Hollywood designers
- f. West coast designers
6. Fashion Accessories
 - a. Designers of millinery
 - b. Designers of gloves
 - c. Designers of shoes
 - d. Fabric houses
7. Review and Test
8. History of Fashion — with emphasis on old styles adapted to modern use, revivals and modifications
9. Analysis of present day costumes, styles and descriptions
 - a. Coats
 - b. Hats
 - c. Jackets
 - d. Skirts
10. Above continued
 - a. Blouses
 - b. Sleeves
 - c. Collars
 - d. Necklines
 - e. Trimmings
11. Fashion forecasting
 - a. Hemlines
 - b. Waistlines
 - c. Silhouette
 - d. Fashion counts
12. Outside speaker or trip to fashion showing or to manufacturer of fashion wear as can be arranged each term.

Index to Advertisers

Allyn and Bacon	4th Cover
Business Text-book Publishers, Inc.	46
Capital University	40
Dewey Shorthand Corporation	41
Dick Company, A. B.	4
Ginn and Company	42
Gregg Publishing Company, The	2nd Cover
Hadley Company, Charles R.	40
Heath and Company, D. C.	38
McGraw-Hill Book Co., Inc.	41
Metal Arts Co., Inc.	46
Monroe Calculating Machine Co., Inc.	6
Pitman Publishing Co.	44
Prentice-Hall Book Co., Inc.	20
Remington Rand	39
Ronald Press Company, The	47
South-Western Publishing Co.	45
Underwood Corporation	3rd Cover
University of Denver	44
University of Minnesota	43
University of Pittsburgh	18

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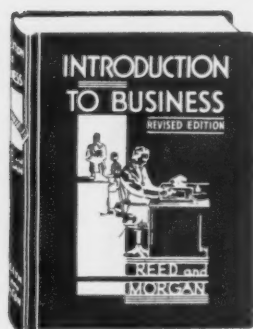


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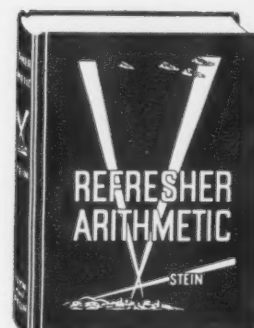
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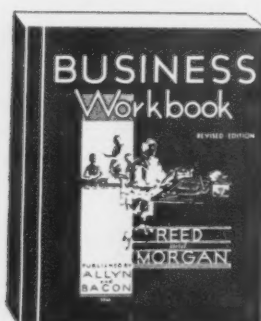


INTRODUCTION TO BUSINESS

by Reed and Morgan

1948 Edition

Introduction to Business is the work of Clinton A. Reed, Chief, Bureau of Business Education, New York State Education Department and Past President of the Eastern Commercial Teachers' Association. His collaborator is V. James Morgan, formerly Head of the Commercial Department of the James Monroe Junior-Senior High School, Rochester.



Introduction to Business furnishes a basic course designed to give every student the practical information which each individual needs to conduct his personal business affairs.

There is a stimulating chapter on the Consumer and His Problems. Advances in the fields of communication and transportation are featured, including air travel, air service, and shipping by air.

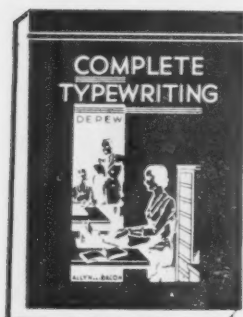
There is a complete Teachers' Manual free to users.

BUSINESS WORKBOOK

by Reed and Morgan

Business Workbook is divided into nine units with the titles, Communication, Savings, Finance, Transportation, Organization, Ordering, Selling and Shipping, Paying, and Responsibility.

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COMPLETE TYPEWRITING

by Ollie Depew

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Complete Typewriting contains abundant exercises to develop ability in spelling, punctuation, and letter composition. A competent typist should not only write rapidly and accurately, but should have the ability to compose letters in good taste and in correct English.

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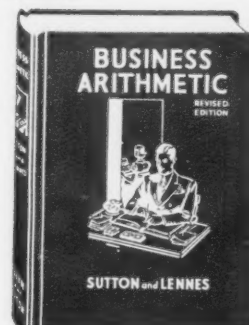
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Experienced teachers of business agree that commercial pupils need a very thorough grounding in arithmetic. Often pupils need a refresher course in arithmetic to restore their skills. *Refresher Arithmetic* is just the book that schools have been seeking to meet the needs of pupils whose weakness in arithmetic makes commercial courses difficult.

BUSINESS ARITHMETIC

by Sutton and Lennes

There is much new, fresh material on trade acceptances, stocks, exchange, income tax, automobile insurance, and installment buying. All examples of solutions are taken from the approved daily practice of modern business. Census figures, postal rates, tariff regulations, taxation figures, and other statistical material have been brought down to date.

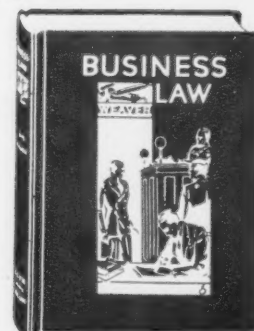


BUSINESS LAW

by Samuel P. Weaver

1948 Edition

Weaver's *Business Law* discusses and illustrates the general rules of law. It gives type cases and problems to exemplify the subordinate rules underlying each general rule. Laboratory exercises give the student a glimpse of the practical application of the law. There is a complete Teachers' Manual. A 1948 revision is in preparation.



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